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THESIS

DEVELOPING A NEW CONTEXT FOR LEADERSHIP DEVELOPMENT IN THE LOS ANGELES FIRE DEPARTMENT

by

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December 2014

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Leadership development in the fire service and other homeland security entities is in need of an assessment. Homeland security leaders are pointing to leadership as the single biggest determinant of success of the homeland security enterprise in the near term. How these entities have approached leadership development in the past has not proven in any empirical way that it is developing better leaders. Perhaps this approach is wrong, and leadership training needs to look to the broader social environment for insights into effective leadership development. This thesis examined how the Los Angeles Fire Department (LAFD) and similar homeland security entities could take advantage of the contemporary thoughts on leadership development to prepare their leaders better. This thesis assessed the Los Angeles Fire Department Leadership Academy through a formative evaluation of the current educational contexts and concluded that much of the existing educational framework was not responsive or representative of current thoughts on effective leadership development. Lastly, this thesis offered a new narrative for leadership development in the LAFD and other homeland security entities by pivoting the understanding of leadership development as an individual process to leadership development as a social process.

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DEVELOPING A NEW CONTEXT FOR LEADERSHIP DEVELOPMENT IN THE LOS ANGELES FIRE DEPARTMENT

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ABSTRACT

Leadership development in the fire service and other homeland security entities is in need of an assessment. Homeland security leaders are pointing to leadership as the single biggest determinant of success of the homeland security enterprise in the near term. How these entities have approached leadership development in the past has not proven in any empirical way that it is developing better leaders. Perhaps this approach is wrong, and leadership training needs to look to the broader social environment for insights into effective leadership development. This thesis examined how the Los Angeles Fire Department (LAFD) and similar homeland security entities could take advantage of the contemporary thoughts on leadership development to prepare their leaders better. This thesis assessed the Los Angeles Fire Department Leadership Academy through a formative evaluation of the current educational contexts and concluded that much of the existing educational framework was not responsive or representative of current thoughts on effective leadership development. Lastly, this thesis offered a new narrative for leadership development in the LAFD and other homeland security entities by pivoting the understanding of leadership development as an individual process to leadership development as a social process.

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LIST OF ACRONYMS AND ABBREVIATIONS

ASTD	American Society for Training and Development
EI	Emotional Intelligence
FLAC	Field Leadership Assessment Courses
HR	Human Resources
IAF	International Association of Facilitators
ICA	Institute of Cultural Affairs
LACOFD	Los Angeles County Fire Department
LAFD	Los Angeles Fire Department
LAFDLA	Los Angeles Fire Department Leadership Academy
LAPD	Los Angeles Police Department
LMX	Leader Member Exchange Theory
LPSM	Leader Problem Solving Model
MO	Manual of Operation
NWCG	National Wildland Coordinating Group
SET	Social Exchange Theory
SIT	Social Identity Theory
SOG	Standard Operating Guideline
USFS	United States Forest Service
USMA	United States Military Academy

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EXECUTIVE SUMMARY

Leadership development in the Los Angeles Fire Department (LAFD), the fire service, and the broader homeland security enterprise is in need of comprehensive analysis. Homeland security leaders, when discussing the usefulness of the homeland security enterprise, are pointing to leadership as the single biggest determinant of success over the next five years.[1] The question of how to prepare this nation's leaders better continues to be a major challenge. Empirical evidence is lacking concerning the efficacy of leadership training.[2] The training is not as successful as it should be. One solution is to understand leaders in their social environments. This thesis attempts to examine the contemporary approaches in leadership development and how they might be applied to an existing LAFD leadership program. The information gathered was used to recommend a new context for leadership development in the LAFD and similar homeland security entities.

The methodology used to evaluate the existing LAFD Leadership Academy (LAFDLA) was a formative evaluation that examined the major educational components of the LAFDLA. The goal was to assess the organizational alignment and the instructional contexts of the program.

It was concluded that many of the existing education frameworks in the LAFDLA could be modified or improved to support contemporary thoughts on leader development. It was also concluded that effective adult education is less instructive and more self-reflective and representative of actual experiences.

A renewed narrative reframes the dialogue on leadership development in the LAFD. It is proposed that with this new narrative, the LAFD and similar homeland security organizations can begin a conversation on what effective leadership development might look like. This new perspective considers leadership development as a social phenomenon. As leaders themselves are part of the social environment, they must understand the social aspects of individual and group dynamics. The relevance of

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[1] Rollins Fernandez, "Introduction to Homeland Security, Day 5" (presentation, Naval Postgraduate School, Monterey, CA, 2013), slide 21.

[2] Barbara Kellerman, *The End of Leadership* (New York: Harper Business, 2012), introduction.

individual and group distinctiveness becomes a predominant theme throughout this new narrative. Understanding these social nuances is fundamental in the evolution of the leaders. Today's leaders must understand the sociology of leadership and how this impacts their leadership space. Leadership development is a process of growth through personal experience and recognition that everyone in the leaders' environment can have influence. Leaders do not exist inside of a vacuum but within a social ecosystem that requires adaptation skills to thrive.

This evolutionary process of leader development does not seek an end state but a state of continual effort to understand the social nuances of leadership. Through this understanding, leaders can position themselves more effectively in their leadership environment. Looking at leadership development through this lens allows for a variety of concepts and alternatives to consider for leadership development in the fire service and similar organizations. This understanding is the beginning of a new narrative for leadership development in the fire service and comparable homeland security entities.

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To my advisor, Dr. Moghaddam, and to my reader, Dr. Fazio, thank you for guiding me through this process. Your insights and understanding of the material made this an enjoyable experience. Dr. Moghaddam, your patience with my clumsy first drafts was valued and appreciated. You never let me think that I was not on the right track with my research. To my parents, John and Cheryl, for teaching me the power of perseverance and how to realize a vision; your guidance helped me tremendously.

To my organization, the Los Angeles Fire Department, thank you for supporting me and allowing me to pursue this educational goal. I am hopeful that my work in this program will help the present and future leaders of our organization.

Lastly, to my family. My wife, Christine, and my children Ashley, Courteney, Shelby, and Brody, I want to thank you for your patience, understanding, and support throughout this program. It was clearly as much work for you as it was for me.

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I. INTRODUCTION

According to the American Society for Training and Development (ASTD), United States companies spent nearly $12 billion (24 percent of their overall training budgets) on leadership training in 2009. Yet, despite this large investment, nearly 60 percent of companies report that they still face leadership talent shortages.[1] Recently, the 1303/04 Cohorts of the Naval Postgraduate School concluded that leadership was the single biggest factor in determining the success of the homeland security enterprise.[2] In 2009, the Los Angeles Fire Department (LAFD) developed an internal leadership academy in an effort to satisfy the Los Angeles City Controller's audit recommendations resulting from a lawsuit. To date, the LAFD has spent nearly $250,000 supporting this internal leadership academy and was done separately from any substantial independent inquiry or external validation.[3] Additionally, the academy lacks updates that reflect contemporary thoughts in leadership development, which has made the academy unresponsive to present organizational challenges. Altering the contextual framework of how leadership development is viewed and delivered in the LAFD could create a new dialogue and offer alternatives to developing LAFD leaders.

Therefore, the question to be considered in this analysis is how can the LAFD Leadership Academy (LAFDLA)—and similar homeland security entities—take advantage of new and emerging leadership teaching strategies, and contemporary leadership theory, to develop their leaders better?

For the purposes of this examination, leadership is defined as a human behavior on the part of informal or formal leaders that can affect employee motivation, satisfaction, and performance. This leadership behavior is explored to determine the most effective way to understand the social nuances of the leadership environment.

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[1] Annmarie Neal, "Let's Recreate Leadership," *American Society of Training and Development*, June 27, 2013, http://www.astd.org/Publications/Blogs/Global-HRD-Blog/2013/06/Lets-Recreate-Leadership.

[2] Fernandez, "Introduction to Homeland Security, Day 5," slide 21.

[3] Data made derived from the LAFD 2010/12 budget.

This analysis looks at leadership development through a different lens and suggests that leadership development is not entirely an instructive relationship between the teachers and the students, but an association within a larger social context that ultimately influences the development of the individual leader.[4] This leader is part of the group, and therefore, subject to group development nuances. The research demonstrates that leadership training is not one individual leading many, but a much more complex social construct that negotiates influence based on the member perception and this leader's relationships within the group.[5]

A.   RESEARCH PARAMETERS

The focus of this analysis is the LAFDLA. The selection criteria include a directive from a 2009 Los Angeles City Controller's audit to provide leadership training to all fire officers. Presently, an external validation process does not exist for the current program, and external evaluators have not determined whether the existing curriculum is the most effective or relevant to developing leaders. Additionally, recurring costs are associated with the program, and continual funding will require evidence of thorough analysis regarding best practices in leader development. Lastly, it is anticipated that elected officials will question this internal program as to whether it is meeting the requirements of the audit.

B.   RESEARCH DESIGN

The research design of this analysis examines the context of the current program comparative to the academic research on the best leadership development practices. The goal is to develop a new narrative for developing leaders in the LAFD. This new narrative results from a critical analysis of the present program andragogy and structure, and then makes recommendations on better ways to train leaders. This analysis also considers the usefulness of an external validation process that would legitimize the

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[4] Michael A. Hogg and Daan van Knippenberg, "Social Identity and Leadership Processes in Groups," *Advances in Experimental Social Psychology*, 35 (2003): 1–52, http://libproxy.nps.edu/login?url=http://search.proquest.com/docview/620342305?accountid=12702.

[5] Ibid.

program relative to homeland security-based leadership programs. Lastly, this effort evaluates instructor qualifications and training in an attempt to create a more experiential-based learning environment.

The intent of this thesis is to examine whether the current LAFDLA is embracing and utilizing contemporary ideas in leadership development. It is not within the scope of this analysis to offer new curriculum content but to offer alternate teaching strategies that have been demonstrated to be more effective in developing leaders. This analysis also does not attempt to challenge the governance or organizational policies that allow the program to exist inside the department. Additionally, this examination does not evaluate other homeland security leadership programs relative to the current LAFD program. In as far as these other programs are predominantly didactic, they would also be expected to suffer from similar issues.

Data for this inquiry comes almost exclusively from the research, practitioner observation, current program objectives, and analysis of the curriculum application. It is anticipated that the information gathered will establish the base line for current program performance.

Essentially, this analysis is a *program evaluation* with a *formative analysis/evaluation* as the prescriptive intent. The proposed steps are listed as follows.

- Collection of data—Course curriculum, course rosters and observation.

- Analytic Methodologies

    - Process Evaluation—Observations of the resources used by the present program and how the program works and is being applied.

    - Implementation Evaluation—How does the program integrate with organizational objectives? Does the program meet the requirements specified by the Los Angeles City Controller's Audit?

    - Quality Assurance—Is the program being evaluated? By whom? How often? Is the program creating opportunities for growth in the curriculum and the students' experience? Has the program considered contemporary methodologies in leader development?

- Theories—What available leadership development models exist today in the literature that could help develop leaders in the LAFD?

- <u>Narrative</u>—Building a new narrative for leader development based on the academic literature.

C.   BACKGROUND

The origination of the LAFDLA comes by way of the Los Angeles Police Department (LAPD). In 1994, the LAPD, pursuant to the recommendations of the Christopher Commission resulting from the 1992 Rodney King incident, sent 10 command level police officers to the United States Military Academy (USMA) at West Point to evaluate the leadership training given to the cadets in their third year at the USMA.[6] The LAPD was looking for a comprehensive leadership course that integrated the organization environment, leaders, and followers.[7] The LAPD identified PL 300 as a class worthy of further evaluation and eventually adopted the curriculum, and then adapted it to fit the needs of the police service.[8]

Following the Vietnam War, the USMA developed a leadership program to be taught at West Point that focused on the human behavior part of leadership.[9] The USMA requires enrollment in PL 300 Military Leadership of all third-year cadets. PL 300 is offered through the Department of Behavioral Sciences and Leadership at the USMA and is a comprehensive look at the leadership environment in a military context.[10] According to the 2013–14 Course Guide, PL 300 exposes cadets to a wide range of leadership theory requiring the students to reflect on their own leadership experiences to guide their learning. As stated in the course guide, PL 300 has two main goals.[11]

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[6] David A., Jenks et al., "The Los Angeles Police Department's West Point Leadership Program: Participant Survey." *Professional Issues in Criminal Justice* (2006): 2, https://kucampus.kaplan.edu/documentstore/docs09/pdf/picj/vol1/issue2/the_los_angeles_police_department.pdf.

[7] Ibid.

[8] PL300 West Point. This course is a multidisciplinary study of leadership in an organizational context which focuses on the integration of theory and practice.

[9] Jenks et al., "The Los Angeles Police Department's West Point Leadership Program: Participant Survey," 55.

[10] United State Military Academy, West Point, "PL 300 Military Leadership Course Guide, Academic Year–2013/14," Spring Semester (New York: United State Military Academy, West Point, Department of Behavioral Sciences and Leadership, 2013/2014).

[11] Ibid.

- Cadets are better, more self-aware leaders capable of reflecting on and learning from their life and leadership experiences

- Cadets will apply relevant frameworks, concepts, and theory to their current leadership situations and demonstrate improvement as leaders

For the LAPD, the application of contemporary leadership theories like emotional intelligence and leader member exchange to case studies was an attractive feature of PL 300 course and they re-wrote the case studies to replace tanks with police cars. The similar environments of a battlefield and LAPD's semi military posture proved to be relevant in developing a program that fit the needs of the LAPD.

The LAPD West Point leadership program's first class was taught in 1996, and currently offer three classes per year to sergeants and above.[12] The LAPD's program presently offers spots in the class to outside police departments and other public safety agencies. The programs success at LAPD has generated an extensive waiting list with some officers waiting up to three years to be accepted.

The pivoting point for the LAFD to pursue leadership training for its officers was the media storm that erupted from a particular case in which a firefighter was unknowingly fed dog food in 2004.[13] The incident was not brought to the attention of the department for nearly a year and the ensuing investigation determined a failure of leadership at the company officer level and awarded the affected member nearly $2 million in damages.[14] In 2005, the Mayor ordered a comprehensive audit of the LAFD, and on January 26, 2006, the Los Angeles City Controller's Office released an audit of findings for the LAFD that highlighted several areas concerning the leadership and management of the organization. Contained in the audit were specific recommendations relative to leadership development at all supervisory levels in the

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[12] Jenks et al., "The Los Angeles Police Department's West Point Leadership Program: Participant Survey," 55.

[13] Kevin Roderick, "Mayor Vetoes Hazing Payout," LA Observed, November 20, 2006, http://www.laobserved.com/archive/2006/11/mayor_vetoes_hazing_payou.php.

[14] Ibid.

LAFD.[15] The audit was critical of the department's inability to lead within the generation gaps between followers and leaders.[16] The report highlighted the LAFD's failure to recognize and engage with contemporary leadership challenges that often arise from these generational gaps. In November 2006, the Mayor released Executive Directive 8 that specifically forbids any form of employee hazing.[17] Although not explicitly stated, it could be reasonably concluded that this directive was a direct result of the LAFD's actions during the 2004 incident.

In May 2008, the Controller's office provided a follow up to the original audit regarding the LAFD response to leader development stating, "the LAFD had not adequately addressed leadership development" and subsequently highlighted the departments continuing dis-respectful treatment of Probationary Firefighters.[18] For the purposes of this analysis, albeit other recommendations were made, the focus is on the identified leadership ineffectiveness of the LAFD.

The audit articulates in its fourth recommendation the following:

Among our recommendations, we believe that the Fire Commission should direct the LAFD to:

Undertake a comprehensive effort to develop future leaders and increase management competency to lead, guide and mentor both male and female firefighters, as well as those from all ethnic groups. Also, future leaders should be trained to address the different communication style and direction needed to assure today's generation of recruits can excel in a paramilitary organization like the LAFD.[19]

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[15] Los Angeles City Controller, *Review of the Los Angeles Fire Department Management Practices*, (Sacramento, CA: Sjoberg and Evashenk Consulting Inc., 2006), http://controller.lacity.org/stellent/groups/electedofficials/@ctr_contributor/documents/contributor_web_content/lacityp_008196.pdf.

[16] Ibid., chap 1, 24.

[17] "Executive Directive No. 8, Zero Tolerance for Hazing of Fellow Employees," accessed October 6, 2014, http://per.lacity.org/eeo/Exec%20Dir%20No.%208%20-%20Zero%20Tolerance%20for%20Hazing.pdf.

[18] Office of the Controller, *Follow Up Audit of Los Angeles Fire Department Management Practices* (Los Angeles, CA: Office of the Controller, 2008), http://lacity.org/stellent/groups/electedofficials/@ctr_contributor/documents/contributor_web_content/lacityp_008247.pdf; Probationary Firefighters—A state of employment in the LAFD that occurs when a new firefighter is hired and is required to maintain one year of satisfactory performance until permanent employment. Often referred to as a "rookie" firefighter.

[19] Office of the Controller, *Follow Up Audit of Los Angeles Fire Department Management Practices*.

In response to the audit, the LAFD began to send department members to external leadership classes. From 2006 to 2008, the department had sent 35 members to various outside leadership programs, 11 of whom attended the LAPD's West Point Leadership Program.[20] Some of the other programs attended were the following.

- National Wildland Coordination Group (NWCG) L280—Followership to Leadership

- NWCG L280—Fireline Leadership

- NWCG L480—Organizational Leadership

Information is not available on the number of students selected to participate in the other courses, as it would appear that this selection process was informal. Information provided by the LAFD In-Service Training Section indicated that the officers assigned to the section were often selected to attend these courses. Ideally, it would be good to know how many students attended each of the classes, but unfortunately, this information does not exist separate from the LAPD's West Point Leadership Academy.

The specific contexts of the of the NWCG leadership series are primarily based in the wildland fire environment. Most of the scenarios presented are dependent on the instructors but are heavily configured to address leadership challenges of a wildland fire crew.[21] The L series leadership classes are embedded in a sequential program that begins with entry-level leadership concepts and moves up through organizational leadership concepts.[22] Students are required to complete 100 series classes before moving on to the 200, 300, and 400 series classes.

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[20] Laura N. Chick, "Follow-Up Audit of LAFD's Management Practices," City of Los Angeles Office of the Controller, May 30, 2008, http://ens.lacity.org/lafd/lafdreportarchv/lafdlafdreport186453766_0617 2008.pdf.

[21] William Middleton, "L-380 Leadership Program Prepares Leaders for High-Rick Environment," Firefighter Nation, July 31, 2008, http://www.firefighternation.com/article/command-and-leadership/l-380-leadership-program-prepares-leaders-high-risk-environments.

[22] "Field Managers Course Guide, PMS 901–1," April 2014, http://www.nwcg.gov/pms/training/fmcg. pdf.

1. Los Angeles Fire Department Leadership Academy

After receiving positive anecdotes from fire department members regarding the LAPD's program, the LAFD began to develop a modified LAPD West Point Leadership program for its own. The LAPD's program did not have a formal evaluation process and the decision to use its curriculum was an entirely informal process. Ideally, it would have been better to evaluate the program relative to the requirements of the LAFD; however, unfortunately, this type of evaluation was not done. A work group consisting of three members of the fire department was convened to begin work on modifying the curriculum to reflect leadership dilemmas in the fire service more accurately. The focus of this re-development was primarily to rewrite the case studies to include fire department nomenclature. The result of this modification resulted in the teaching of 25 leadership theories that covered approximately 136 hours of class curriculum. The students are required to attend one 40-hour week per month for a little over three months total to complete the program. The programs description is explained in greater detail in Chapter III. The class culminates with a 20-page case analysis paper in which students are required to apply the newly developed leadership skills to an actual leadership dilemma they have experienced. In 2009, the LAFD delivered its first LAFDLA class to 29 officers. Currently, the LAFD does not provide a mechanism to determine the impact of the LAFDLA on these graduates nor does it follow up with any of the alumni on a formal basis.

To date, the LAFD has offered the LAFDLA 17 times with nearly 400 students having graduated from the program. The LAFD has committed to funding the program on an annual basis. The structure of the class is very similar to the LAPD class that teaches 25 leadership theories. Class size is typically 30 students maximum with an average of one facilitator per 10 students. Facilitators are selected on their previous participation as an instructor in the class and a demonstrated performance and understanding of the leadership theories as determined by the Section Commander of the LAFD Training Section. Instructors are former alumni who have expressed an interest in teaching a particular leadership theory. The requirements for instructor are as follows.

- Former alumni of the class

- Shadowing an instructor for at least two classes in their selected theory

- Maintain an excellent rating as determined by the instructor evaluations at the end of each class

- Should an instructor receive an unsatisfactory rating for at least two classes taught, they will be asked to leave the program

Presently, instructors or class facilitators do not have minimum educational requirements.

Students are selected based on an application process and a commitment to secure their own time off to participate in the class. The LAFD does not currently provide the training for on-duty members. Similar to the educational requirements for the instructors, no minimum educational requirements exist for the prospective students to participate in the program. The variety of the students' academic backgrounds in any given class can range from a high school education to a Master's degree. Additionally, no evaluative tools are currently used to determine how effective the students may be at grasping the leadership concepts before entering the class. The variety of the student body comes primarily from the fire service with a small percentage of students being from other external fire agencies and other city departments (Table 1). Recently, the LAFD has opened the class to other fire agencies. The variety of different fire departments comes primarily from the greater Los Angeles County region with 26 different fire agencies participating in the LAFDLA. All departments are from California unless indicated (Table 2). The numbers from Table 1 show the total number of graduates divided into the three major student populations. Table 2 shows the various breakdowns of the variety of fire agencies that have participated in the LAFDLA.

Table 1.   Broad Agency Breakdown of Leadership Academy Graduates[23]

Agency	Number of Graduates
Los Angeles Fire Department	264
External Fire Departments	64
External Non Fire Departments	32

Table 2.   Agency Specific Breakdown of Leadership Academy Graduates[24]

Fire Department	Number of Graduates
Ventura County Fire Department	12
Beverly Hills Fire Department	9
Los Angeles County Fire Department	7
Oxnard Fire Department	5
El Segundo Fire Department	4
Culver City Fire Department	3
Redondo Beach Fire Department	2
Glendale Fire Department	2
Riverside Fire Authority	2
Travis County Fire Department (Texas)	2
Pasadena Fire Department	1
Costa Mesa Fire Department	1
West Covina Fire Department	1
Chula Vista Fire Department	1
Burbank Fire Department	1
Ontario Fire Department	1
Oakland Fire Department	1
Bainbridge Island Fire Department (Washington State)	1
Long Beach Fire Department	1
Monrovia Fire Department	1
Atascadero Fire Department	1
Baldwin Lake Fire Department	1
San Luis Obispo Fire Department	1
Torrance Fire Department	1
Hermosa Beach Fire Department	1
Frederick County Fire Department (Virginia)	1

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[23] Table 1 data was derived from the LAFD In-Service Training Section roster in an email to the author, August 25, 2014.

[24] Table 2 data was derived from the LAFD In-Service Training Section roster in an email to the author, August 25, 2014.

As mentioned earlier, other non-fire department entities have also participated in the program. Table 3 highlights the different outside agencies.

Table 3.   Non-Fire Service Agency Breakdown of Leadership Academy Graduates[25]

Non Fire Department Agency	Number of Graduates
Los Angeles Port Authority	10
Department of Neighborhood Empowerment	5
Department of Housing and Community Investment	3
Los Angeles Street Services	3
Los Angeles World Airports	2
Los Angeles General Services	2
Los Angeles Airport Police	1
California Technical Institute	1
Los Angeles Department of Sanitation	1
Los Angeles Council District 4	1
Sony Pictures and Entertainment	1
My Safe LA	1
Direct TV	1

As a result of the demonstrated interest in the LAFDLA from not only internal department members but external departments as well, the LAFD should strive to be in a constant state of improvement and evaluation of the current academy. The commitment by the individuals and their respective organizations demands that the LAFD consider contemporary and relevant ideologies on the best way to develop leaders.

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[25] Table 3 was derived from the LAFD In-Service Training Section roster in an email to the author, August 25, 2014.

2. External Oversight of Program

Currently, the LAFDLA is partnering with East Los Angeles Community College and Woodbury University to offer college credit in a Bachelor's and Master's degrees in organizational leadership.[26] It is not clear to the extent at which both universities evaluate the academic rigor and requirements for the class, but nonetheless, sponsor the curriculum and offer each student fee-based college credit for the course if it is passed. Ideally, the course rigor would be evaluated on distinct levels communicated to the LAFD to make certain that the program is meeting minimum educational requirements.

D.   OVERVIEW OF UPCOMING CHAPTERS

In Chapter II, a comprehensive literature review is provided to evaluate the available academic information relative to leadership development in the fire service and other homeland security entities. The literature is also examined to find best practices in andragogy and how to best train adult learners. Followership and the social leadership environment are examined in the literature to provide context for building an alternate narrative for leadership development in the LAFD.

Chapter III explains the current LAFDLA educational framework with a detailed breakdown of the separate educational contexts. This chapter reviews in detail how the leadership theories are presented during the course and then applied.

Chapter IV provides a formative evaluation of the current LAFDLA relative to contemporary research on adult learning. Each of the educational structures is examined to determine what best practices are available in delivering adult learning. Recommendations are made that offer suggestions relative to the internal and external program validity, and what the research reveals regarding best practices for sustaining program cogency.

Chapter V presents a discussion that reviews leadership from a different perspective. The social aspects of the leadership environment are examined relative to the followers and the social dynamics of group distinctiveness. This analysis offers a new

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[26] "In Service Training," accessed August 25, 2014, http://lafdtraining.org/btrm/wp-content/uploads/2012/10/4386_lafd-leadership-13-1-13-2-12-3.pdf.

perspective on leadership development in the LAFD. Recommendations are provided that are consistent with contemporary thoughts on the best way to develop leaders.

Chapter VI concludes this analysis and offera a new narrative for leadership development in the LAFD. This new context presents a different perspective on how to best train leaders in the fire service. It is expected that the narrative provided in this chapter can be used for other homeland security entities as well.

E.   CONCLUSION

Within the LAFD, and the broader homeland security enterprise, exists a passion to develop better leaders. Therefore, organizations should consider all relevant and contemporary thoughts on how to frame leadership development within their organizations. If effective leadership is sought after, then organizations must examine current trends in leader development. The leadership ecosystem, and how important it is to consider all relevant social factors that can have an impact on the relationship between leaders and followers, is presented throughout this analysis. It is expected that after thorough research, a new narrative for leadership development will begin to emerge as a relevant and contemporary lens with which to view leadership development.

The LAFDLA is representative of many types of leadership programs being taught today and perhaps this didactic approach of teaching leadership misses the target by not considering the social aspects of the leaders' environment. Leadership development can be shown to be a social enterprise that distributes influence based on a variety of factors, such as group distinctiveness and the social exchange of equity.

It would appear that from the feelings of homeland security professionals that leadership is important; so the question begs, what is being done to prepare this nation's leaders better?

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II. LITERATURE REVIEW

As part of the homeland security narrative, first responders are not isolated from the homeland security challenges and a need exists for effective leadership development. Within the setting of the fire service, many examples of failed leadership are available, and equally as many examples of fire service leadership anecdotes as well that attempt to inspire fire service leaders to improve their organizations.

A. A CASE FOR LEADERSHIP DEVELOPMENT IN THE FIRE SERVICE

Robert Burns, in his essay, "Leadership in the Real World," offers 37 years of fire service experience to discuss what is wrong with today's fire service leaders.[27] His narratives help generate a dialogue on what is important in fire service leadership. More fundamental to his argument is that a leadership problem does exist, and it is crucial that solutions be found. Supporting Burns experiences is Michael Barakay in his article, "Professionalism in the Fire Service," in which he argues the leadership environment has changed in the fire service, and today's fire officers have not adapted to that change. His foundational argument is that the present fire department leadership culture does not fulfill the public's need for professional firefighters.[28] Barakay highlights the distinction between what the fire service used to be and what it has become today. Public perception of the firefighting profession has shifted to a need for a more professional fire service. Joseph Calo's argues something very similar in his article in "The Changing Role of Leadership in the Fire Service," in which he contends that the fire service has been very resistive to change. Calo, as well as Cox, argue that the fire service has been reluctant to pursue contemporary leadership development tools as the result of an inflexible culture of

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[27] Robert Burns, "Leadership in the Real World," *Fire Engineering* 166, no. 08 (2013): 79–81, http://www.fireengineering.com/articles/print/volume-166/issue-8/features/leadership-in-the-real-world.html

[28] Michael J. Barakey, "Professionalism in the Fire Service," *Fire Engineering* 164, no. 07 (2011): 87–88, http://www.fireengineering.com/articles/print/volume-164/issue-7/features/professionalism-in-the-fire-service.html.

resistance.[29] These fire service practitioners contend that a problem exists with leadership in the fire service and offer years of anecdotal experience to demonstrate that it does. In most cases, their analysis is lacking academic rigor; yet, it contributes in a valuable way to the dialogue regarding fire service leadership and some of the obstacles to overcome in developing leaders. This practitioner perspective is helpful in making the case for leadership development in not only the fire service, but other homeland security entities as well.

For the purposes of this review, it is helpful to organize the research into a couple categories to look at the research question from different angles. The categories discussed are as follows.

- Leadership development versus leadership training

- Followership and the social interaction between leaders and followers

B. LEADERSHIP DEVELOPMENT VERSUS LEADERSHIP TRAINING

In developing the foundation for proper leadership instruction and development, it is helpful to examine the appropriate context for leadership training, as well as how the research would suggest that organizations view the training of their leaders.

Matthew Stewart, in his analysis, "Seduction of the Leadership Gurus," argues that leadership training is circumstantial and cannot be taught, and that successful programs develop leaders instead of training them.[30] Although this analysis lacks academic strength, it proposes an interesting hypothesis with regard to how leadership training should be viewed. Stewart argues that training leaders the same way as training an individual to use a spreadsheet is the wrong format. This cursory injection of leadership training has not been proven to be successful and has become merely a box check for personal advancement. He further states that organizations should view

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[29] Joseph Calo, "The Changing Role of Leadership in the Fire Service," *International Journal of Emergency Mental Health* 14, no. 4 (2012): 283; Alan Thomas Cox, "The Significance of Fire Service Culture as an Impediment to Effective Leadership in the Homeland Security Environment" (master's thesis, Naval Postgraduate School, 2012).

[30] Matthew Stewart, "Do Leadership Experts Have it Wrong?" November 13, 2009, http://www.astd.org/Publications/Blogs/ASTD-Blog/2009/11/Do-Leadership-Experts-Have-It-Wrong.

leadership development as having no end result, and that this development process is a continual cycle of learning that follows people throughout their lifetime.

Barbara Kellerman, in her book, *The End of Leadership*, argues that leader-focused training has failed and is far from delivering any evidence that it works. Kellerman's analysis looks at the historical context of leadership training for organizations that have attempted to create the one stop shop leadership program. She concludes that "leader-centric" training is the wrong instructional context and that leadership training is a process of development and not only a teacher with a classroom of attentive students. Kellerman contends that leadership needs to be experienced and that the current instructional framework does nothing more than fill the wallets of the leadership consultant companies.[31] Although not the intent of this book, Kellerman does not discuss what types of leadership training would work best, nor does she discuss the leadership environment and its influence on the development of the leaders. Her analysis of group dynamics is cursory and does not consider the social contexts of leaders and followers.

In her essay, "The Role of Leadership in Lifelong Learning," Maria Garcia emphasizes lifelong development as the goal instead of periodic training programs that fail to provide substantive follow up or continuing education. Garcia argues that a commitment needs to be made on the part of leaders to embrace lifelong development of their leadership skills.[32] Although Garcia does not specifically discuss leadership within the public safety context, her analysis is appropriate and well sourced for supporting the argument for favoring leadership development over leadership training.

In John Mitchell's book, *Leadership Development: How to Think and Communicate as a Leader*, Mitchell contends that within the organizational environment, leaders must commit to ongoing personal development to be successful as leaders. This

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[31] Kellerman, *The End of Leadership*, xv.

[32] Maria R. García, "The Role of Leadership in Lifelong Learning," *Adult Learning* 15, no. 3–4 (2004): 28.

development is adaptive and visionary, while at the same time, strategic.[33] Although most of this book is provided within a business context, it does make a strong case for the continual development of the leaders. Mitchell's book is well sourced and provides for a strong academic argument for a leaders' continual self-improvement. Although probably reserved for the self-help section of the library, he does provide a framework and development process for leadership improvement.

In reviewing the available research regarding the best leadership-training context, the available academic content is beginning to make a very strong case for favoring continual leadership development over isolated leadership training. Michael Myatt in his column for *Forbes* magazine states that the number one reason that leadership development fails is leadership *training*.[34] Training is transactional and development is transformational, and if an organization wants to develop leaders, it will need to transform them not train them. Although Myatt's analysis is notional, his dialogue furthers the argument for favoring leadership development as an alternate context.

C. FOLLOWERSHIP AND THE RELATIONSHIP WITH THE LEADER WITHIN SOCIAL CONSTRUCTS

When looking at the leadership environment, the research would argue that followers have been neglected and not considered in the development of the leaders. A quick search of existing followership literature pales in comparison to the available research on leadership. The leader-follower relationship is a relatively new area of academic research that is just beginning to become part of the leadership development dialogue. The research argues that followership is a key component in determining how successful leaders will be. Metaphorically speaking, it is how *the table is set* for leaders.

Barbara Kellerman in her book, *Followership: How Followers are Creating Change and Changing Leaders*, argues that a power shift has occurred from contemporary leadership to followership. Followers are gaining more influence over the

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[33] John F. Mitchell, *Leadership Development: How to Think and Communicate as a Leader* (San Francisco, CA: Mitchell Leadership Consulting, 2012), Intro.

[34] Michael Myatt, "The Number One Reason Leadership Development Fails," *Forbes*, December 2012, http://www.forbes.com/sites/mikemyatt/2012/12/19/the-1-reason-leadership-development-fails/

direction of their leaders. She provides a historical analysis of followership and how over time, the followers have gained more influence over the leaders' decisions.[35] Her foundational argument is that for leaders to be more effective, they need to understand and be involved in the development of their followers. Her analysis is well sourced and provides for a scholarly argument that would support an organization paying attention to how followers are socialized and embedded into the organization's leadership framework. In an adjunct to her book, Kellerman discusses some of the nuances of followers, and how to make distinctions between the different types of followers.[36] She argues that when leaders are aware of these distinctions, they can ultimately be more effective.

Robert Kelly furthers the academic discussion on followership in his essay on "Rethinking Followership." Kelly contends that an organization has a one-time opportunity to influence and essentially set the table for the leaders by socializing followers into the organizational culture.[37] Kelly discusses the courage of followers as being a significant determinant in the success of the leaders. This courage allows the followers to influence the leaders' decision-making process. Kelly's discussions of followership types provide an argument that supports a robust followership commitment on the part of the organization.[38]

Probably the best example of followership programs can be found in the military through its comprehensive resocialization of its entry-level members. Viewing followership within this context is helpful in determining how much impact the socialization of the followers can have on the leaders. Eve Corrothers in her thesis, "Say No to "Yes Men": Followership in the Modern Military" discusses how influential followers can be. She states that when trained properly, followers can become an active

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[35] Barbara Kellerman, *Followership: How Followers Are Creating Change and Changing Leaders* (Boston, MA: Harvard Business School Press, 2008), 23.

[36] Barbara Kellerman, *What Every Leader Needs to Know About Followers* (Boston, MA: Harvard Business School Press, 2007), 86.

[37] Robert E. Kelley, "Rethinking Followership," in *The Art of Followership: How Great Followers Create Great Leaders and Organizations*, ed. Ronald E. Riggio, Ira Chaleff, and Jean Lipman-Bluemn (San Francisco, CA: Jossey-Bass, 2008), 11.

[38] Ibid., 9.

part of the leaders' decision-making process.[39] Corrothers argues that leaders are both followers and leaders at the same time, and that by understanding followership, it is possible to become more effective leaders. Her analysis seems to be academically sound and provides for an argument that supports the leader-follower relationship. Subordinate research to this analysis supports the concept of followership within the framework of leadership development.[40]

Contributing to the follower-leader relationships found in Corrothers' paradigm is Hogg and Knippenberg in their analysis of social identity theory (SIT) in the development of leaders. Their analysis contributes to the dialogue by providing an examination of prototypical and non-prototypical leaders within a group. The lack of influence of non-prototypical leaders over followers is especially interesting within this dynamic. The emphasis of "soft" leadership skills, such as mentoring and coaching, has been shown to be successful in this social construct.[41]

In *Follow the Leader: How Followership Styles Influence Organizational Commitment*, Lori Morton, Toni DiDona, and Takanori Endo discuss how different types of followership styles can have an impact on commitment to the organizations goals.[42] They discuss five different types of followers and how each one could be expected to impact an organization. They provide empirical evidence that shows how followers influence the leaders' decisions. Although the analysis does not argue for a particular followership style, it does highlight some of the distinctions between the commitment levels of followers. This research is helpful in showing that a relationship exists between followers and leaders, and that this relationship can be predicted to produce different results depending on the type of followers. It might be useful to contrast Morton's

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[39] Eve M. Corrothers, *Say No to" Yes Men": Followership in the Modern Military* (Maxwell Air Force Base, AL: Air Command and Staff College Air University, 2009), 25.

[40] Brian Crossman and Joanna Crossman, "Conceptualising Followership—A Review of the Literature," *Leadership* 7, no. 4 (2011): 483, doi:10.1177/1742715011416891.

[41] Hogg and van Knippenberg, "Social Identity and Leadership Processes in Groups," 28.

[42] Lori Morton, Toni DiDona, and Takanori Endo."Follow the Leader: How Followership Styles Influence Organizational Commitment." *International Journal of Arts & Sciences* 4, no. 22 (2011): 36.

research against Daniel Levinson's adult development theory.[43] Parallels may occur between Levinson's development stages and the types of followers Morton describes.

Probably one of the more academic reviews on followership can be found in Riggio, Chaleff and Blumen's *The Art of Followership: How Great Followers Create Great Leaders and Organizations.* In their analysis, they review the social construct of followership and the power shift that had been discussed in Kellerman's book.[44] This power associated with the followers is determined by identity attached to them during the socialization process. This research is helpful in showing that followers can be developed and socialized to support the organizations leadership style, which is especially helpful in determining curriculum for a followership program.

It is fairly clear that the research on followership supports a relationship with the leaders. This relationship between leaders and followers has been explored to the degree that most researchers consent that the followers have significant influence over the leaders' behavior. Within this relationship of followers and leaders are social markers that influence this rapport. This influence should be considered when developing the leadership development framework for the LAFD.

D.   COMMAND AND CONTROL VERSUS LEADERSHIP

It is important to consider the distinction between conformity and obedience and leadership. The practitioner perspective in the fire service would consider conformity and obedience during an emergency incident crucial, which is necessary for effective and safe operations.[45] Command and control requires a different set of skills often required by

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[43] Daniel Levinson, "Theories of Life Stages and Human Development," Tripod, September 30, 2014, http://humangrowth.tripod.com/id3.html. At the center of Levinson's theory is the life structure; an underlying pattern of an individual's life at any given point in time. Mainly, the social and physical environment shapes a person's life structure, and primarily involves family and work. Other variables, such as religion, race, and status, are often important as well.

[44] Ronald E. Riggio, Ira Chaleff, and Jean Lipman-Blumen, *The Art of Followership How Great Followers Create Great Leaders and Organizations* (San Francisco, CA: Jossey-Bass, 2008).

[45] FEMA NIMS, *Incident Command System for the Fire Service*, 2nd ed., 1st printing (Department of Homeland Security, October 2005), 2, http://www.dleg.state.mi.us/ccfs/bcc/pdf/dleg_bccfs_manual_nims_ics.pdf.

organizational policy.[46] Whereas command and control would be objective-based, it is argued that leadership is primarily relationship-oriented. Young and Dulewicz make this very distinction when arguing that command is essentially the authority vested in the commander given by the organization to execute organization objectives.[47] In contrast, leadership is the influencing of individuals to follow. For the purposes of this analysis, the focus is on leadership as a cognitive skill that requires an understanding of the individual and groups within a social environment. Follower obedience and conformity are considered a necessary behavior for completing an important task when organizational risk is high but not necessarily a vital component of leadership ability. Perhaps, additional research could be done that examines whether leadership and command and control can exist independent of each other or are they inextricably woven together is some way that causes a intra-dependent relationship.

E.   LEADERSHIP ANDRAGOGY

Presently, the widely accepted andragogy of teaching leadership is classroom based with the instructor as the predominant component. What is clear from the research is that teaching and developing leadership is more than delivering inspirational anecdotes through PowerPoint presentations. Consequently, the research argues that these narratives become stale and ineffective because they fail to update and adapt to new ideas in learning. Zubeda Bana discusses alternate educational contexts for developing transformational leadership.[48] Making the distinction between transactional and transformational Bana suggests, should be accounted for in the instructional methods. The main argument is that for leaders to improve they must first understand themselves. Bana contends this introspection is the starting point for leader development and transformation.[49]

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[46] Mike Young and Victor Dulewicz, "A Model of Command, Leadership and Management Competency in the British Royal Navy." *Leadership & Organization Development Journal* 26, no. 3 (2005): 231, http://search.proquest.com/docview/226930587?accountid=12702.

[47] Ibid.

[48] Zubeda Bana, "Alternate Pedagogy for Developing Transformational Leadership," *NUML Journal of Critical Inquiry* 10, no. 1 (2012): 4.

[49] Ibid., 16.

The andragogy relative to adult learning is well-traveled academic territory, and probably the single biggest contributor to this body of knowledge is Malcolm Knowles and his adult education frameworks. Knowles contends that adult learners are autonomous and self-directed and require different educational frameworks.[50] Knowles arguments are not without critique and often academics challenge his basic assumptions about the adult learning process.[51] However, they tend to agree that adult education involves some level of self-reflection and the ability to apply life experiences in the learning environment.[52]

Bronack offers alternate leadership teaching methods in his article "Presence Pedagogy: Teaching and Learning in a 3D Virtual Immersive World."[53] Bronack suggests that through a virtual environment, leadership students can interact with the surroundings and make decisions and be able to see the results of those decisions. It is not clear from the research how the social construction of these environments is created; however, this provides a good example of how experiential-based learning is being used to develop leaders. Experiential-based learning is supported by Gosen and Washbush in their article on learning effectiveness in which they conclude that this type of learning can be shown to produce results.[54]

Thomas Hoerr, in the "Principle Connection: What is Instructional Leadership," offers an alternate view of leadership instructors.[55] He argues that the instructor does not necessarily need to be the most informed on the subject matter and that instructor facilitation is the most effective way to stimulate discussion on leadership dilemmas. The instructional leader is engaging students in dialogue about issues that matter to them. This

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[50] Alan Clardy, "Andragogy: Adult Learning and Education at Its Best?" *Online Submission* (2005): 6.

[51] Ibid., 31.

[52] Sharan B. Merriam, "Andragogy and Self-Directed Learning: Pillars of Adult Learning Theory," in *New Directions for Adult and Continuing Education*, ed. Sharan B. Merriam, no. 89 (San Francisco, CA: Jossey-Bass, 2001), 9.

[53] Stephen Bronack, et al., "Presence Pedagogy: Teaching and Learning in a 3D Virtual Immersive World," *International Journal of Teaching and Learning in Higher Education* 20, no. 1 (2008): 68.

[54] Jerry Gosen and John Washbush, "A Review of Scholarship on Assessing Experiential Learning Effectiveness," *University of Wisconsin* 35 (June 2004): 282.

[55] Thomas R. Hoerr, "The Principal Connection: What Is Instructional Leadership," *Educational Leadership* 65, no. 4 (2008): 84.

source is helpful in establishing that the old way of positioning the leadership instructor as the primary focus in the classroom is not as effective as a facilitated discussion. Supporting Hoerr's research is the analysis done by Reynolds and Trehan in which they argue for a dialogic platform for teaching leadership.[56] They contend that current leadership programs can be overly didactic and not encourage open conversation. Perhaps, this analysis argues for a leadership consortium that would exchange ideas and experiences about leadership development.

Another application of different leadership pedagogies comes from Sogunro in his essay "The Efficacy of Role Playing Pedagogy in Training Leaders," in which he argues for an environment that emphasizes recreating leadership relationships in a simulated environment and then integrating the leadership student into the situation.[57] He argues that today's leadership workshops are preoccupied with lectures, reading, and writing where the "facts are full of imagination."[58] Sogunro provides data that this method would seem to be effective at relating leadership principles. Although it does not offer an absolute answer to effective leadership development, it does provide another example of the types of leadership teaching methods available.

It would appear that the research available on teaching leadership would support an experiential-based platform. This platform could be comprised of a variety of different andragogy's in leadership development. These new teaching tools would represent a change in how leadership training is delivered. It is not the intent of this analysis to recommend one method over another, as the research would suggest that this is situational. The intent is to simply offer a new context for teaching leadership and generate a fresh dialogue on how to develop adult learners.

In concluding this literature review, the research would support a new view of leadership development in the LAFD. Within this new framework, an emphasis on an

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[56] Michael Reynolds and Kiran Trehan, "Leadership Pedagogies," Research Paper, Centre for Excellence in Leadership, *University of Lancaster* (2008): 5.

[57] Olusegun Agboola Sogunro, "Efficacy of Role-Playing Pedagogy in Training Leaders: Some Reflections," *Journal of Management Development* 23 no. 4 (2004): 335.

[58] Ibid., 355.

alternate context favoring leadership development over leadership training would be the starting point for an enterprise leadership development framework. Within this new framework, an understanding of the leader-follower relationship is needed to support the development of individual leaders. Understanding that leadership lives and evolves inside a social environment is key to understanding how to develop leaders. Lastly, an exploration of alternate adult teaching tools keeps the leadership-training environment relevant, effective, and adaptable to organizational changes by allowing the adult learner to self-direct their own learning.

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III. LAFD LEADERSHIP ACADEMY PROGRAM AND DESIGN

In this chapter, the LAFDLA is described in detail relative to the education contexts utilized to teach the leadership theories. The overarching objective of the LAFDLA is to expose the leadership student to a variety of contemporary leadership theories and strategies. The leadership student is provided a problem-solving framework that allows a comprehensive analysis of the leadership environment relative to the leadership theories being taught. The Leader Problem Solving Model is the prominent decision making tool that brings the entire curriculum together into a decision-making framework. Students are instructed on how to produce a comprehensive leader action plan that manages conflicts in the environment while seeking to explain human behavior relative to the leaders, the people that they lead, and the integration of all external variables that can impact the leaders' environment. This chapter explains in detail all the education contexts used by the LAFDLA and how they are applied. It is not the intent of this analysis to discuss each individual leadership theory in detail but to provide information relative to their understanding and application.

A. LEADERSHIP APPLICANT PROCEDURE[59]

Entry into the LAFDLA has evolved over the last few years from a restrictive process to a more open process. Consistent with the LAPD policy to only admit police sergeants and above, the LAFD initially only allowed captains and above to apply for the program. This policy has since shifted and now the program is open to a wider variety of ranks and levels of supervision. The result of this shift is not entirely clear but it has definitely opened up a larger student population for the class. Today, the LAFDLA has been open to all ranks of fire department personnel.

The application process for the LAFDLA involves submitting a request to be considered for enrollment. Prospective students are required to acknowledge that

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[59] All information provided in this chapter was made available by personnel assigned to the Los Angeles Fire Department In-Service Training Section. This information was gathered between the months of June and October 2014. This information is presently not available in any capacity retrievable by public access. Appendix items are provided when available.

involvement in the class is on a voluntary basis and that they will need to secure their own time off to participate. At this time, anyone who has expressed interest in the program through an application is enrolled if the class has room. Acceptance is 100 percent if the students can be available for all class dates. Class size is typically limited to 30 students with most class having between 15 and 25 students. Recently, the department has begun to allow outside fire departments, as well as other city department to attend the class.

Presently, the academy does not charge tuition fees. However, the department has considered charging outside agencies to recover costs. Currently, the program is free of charge to all participating agencies regardless of jurisdiction.

B.   COURSE STRUCTURE

The LAFDLA is divided into four one-week blocks. Each of these one-week blocks requires the students to receive approximately 40 hours of instruction for each block. The fourth block is modified and does not involve a full 40 hours. The total number of curriculum hours for the class is 136 hours. The leadership class is offered three times during a calendar year. One block is one five-day week, Monday through Friday. One leadership theory is discussed each day for a total of five leadership theories per week. The last week of the program fits five leadership theories into three days.

Each of the instructional blocks contains a specific leadership context (Table 4). In the LAFDLA, the leadership theories are grouped according to the perspective needed to assimilate the leadership theory. Area I—The Led contains leadership theories that require leaders to self reflect and apply the particular theory to their own leadership ability. Next, the group and follower theories in Area II require leaders to consider the social nuances of a group and then the followers' psychology that can impact their ability to lead. Area III is the situational awareness of the external environment and how this awareness can assist leaders in adapting to changes in that environment. Lastly, the Area IV leadership theories examine the organizational influences that can impact the leaders' environment.

Table 4.   Leadership Academy Areas Breakdown

Block (Week) 1	Block (Week) 2	Block (Week) 3	Block (Week) 4
Area I—The Leader	**Area II**—The Led	**Area III**—Situation Awareness	**Area IV**—The Organizational System

As mentioned earlier, the LAFDLA discusses 25 leadership theories distributed over the 136-hour curriculum. Each of these theories is derived from a variety of academic disciplines. Sociology and psychology are the predominant academic backgrounds for each of these theories. In distinct ways, each of these theories seeks to explain human behavior relative to the sociology and psychology of the individual and the group. The following list shows the theories taught in the LAFDLA.

- adult development

- attribution

- cohesion

- communication

- conflict management

- counseling

- decision making

- emotional intelligence

- equity or social exchange

- ethics and values

- expectancy

- group development

- groups as open systems

- leader member exchange or vertical dyad

- environment management

- motivation through consequences

- motivation through job re-design

- organizations as open systems

- power and influence

- resistance to change

- shaping culture

- situational leadership theory

- situational leadership—path/goal

- socialization

- transformational leadership

The following list provides the breakdown of how the previous listed leadership theories are divided into the four different areas.

- Area I—The Leader (see Appendix A for the detailed breakdown of this area)

    - attribution
    - decision making
    - power and influence
    - leader member exchange
    - emotional intelligence

- Area II—The Led (see Appendix B for the detailed breakdown of this area)

    - groups as open systems
    - group development
    - cohesion
    - socialization
    - conflict in groups

- Area III—Situational Awareness (see Appendix C for the detailed breakdown of this area)

  - culture

  - organizations as open systems

  - ethics and values

  - organizational resistance

  - environmental systems

- Area IV—The Organizational System (see Appendix D for the detailed breakdown of this area)

  - communications

  - counseling

  - situational leadership

  - situational leadership—path/goal

  - transformational

Strategies are offered and are specific to each theory, which helps the students consider relevant approaches in reconciling the conflicts in the leaders' environment. For example, if intergroup cohesion is a problem, the strategy might be a superordinate goal between both groups. Not all leadership theories have strategies, and therefore, are offered to the students as awareness tools only. Having the awareness that these theories can explain some human behavior is crucial for the leadership student when considering all applicable factors in the environment. It is not the intent of this analysis to discuss all the particular details associated with each leadership theory, but to provide an overall framework with how they are presented.

C.   LAFDLA COURSE METHODOLOGY

The leadership theories are presented through a prescriptive framework called the Leader Problem Solving Model (LPSM) (Figure 1). The LPSM provides a methodology for solving leadership dilemmas and helps the leadership student consider all relevant factors in a leadership crisis. All students are required to submit journals specific to leadership problems they have faced and then integrate them with the leadership theories.

As mentioned earlier, the conclusion of the course requires the submittal of a 20-page paper that discusses a personal leadership problem the students have faced. The students are then required to apply the newly acquired leadership skills through the LPSM.
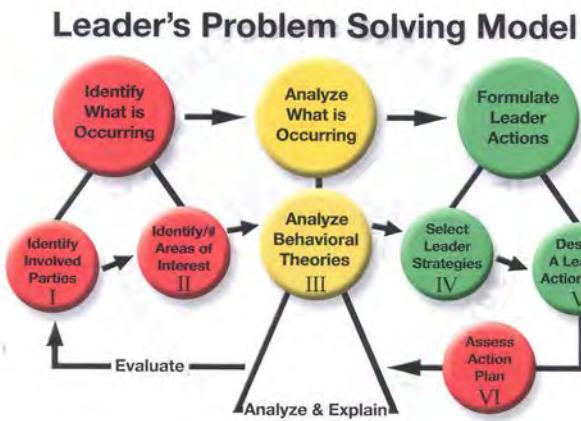
Figure 1.   Leader Problem Solving Model

Working from Figure 1, the first step in the LPSM is to identify the people involved to include the immediate people being affected by the leadership challenge, but also the their broader social networks as well. Subsequently, the goal is to identify the areas of interest or triggers. These triggers are the issues in the conflict that compel the leaders to act. These factors, relationships, or behaviors have created a problem in the leaders' environment. They can be subtle or overt, but in all cases, are affecting employee satisfaction, motivation, and performance. The students are then asked to identify what leadership theories might apply to the leadership challenges they have identified. For example, if the students have identified that the Social Exchange Theory applies to a given scenario, they would indicate that. The next step would be to select relevant strategies that apply to the specific theory. In this paper's example of Social Exchange Theory, the leadership student might suggest restoring the perception of equity by changing the target of comparison. The purpose of selecting these strategies is to tailor the leader action to the specific problem. Next, the students would consider a comprehensive action plan that articulates the overall strategy to lead the environment. This plan may have several strategies, but is an inclusive plan that seeks to solve all

problems in the environment. The last step would be to develop an assessment tool that evaluates the leaders' plan. If additional challenges are identified, the leaders enter the LPSM again from the beginning and start the process over.

In summary, the LPSM is a case study driven model that presents students with hypothetical situations and then asks them to consider leadership theory in crafting their leader actions.[60] The hypothetical situations are typically personnel matters that result in conflict in the leaders' environment that compels them to take action. Showing up late to work, arguments with other employees, and decreases in employee motivation and performance are all relevant scenarios presented to the students. The leadership theories are applied to the LPSM and then the students must develop an action plan that considers the theory and then a strategy to improve employee motivation, satisfaction, and performance. With each theory is provided a set of approaches to help the students consider the specific problem space relative to the specific leadership theory and then select an appropriate strategy to be included in their leader action plan.

The LPSM is loop model that initially considers the leadership dilemma in the broader perspective and then provides a systematic approach to breaking down the issues and the involved parties while providing for an analysis of the problem. The LPSM is similar in concept to the Scientific Method of leadership problem solving.[61]

D. LAFDLA EDUCATIONAL CONTEXTS

Throughout the curriculum, a variety of methods are used to apply the leadership theories. Facilitated instruction, student journals, case analysis, and a final paper are several of the methods used to depart the leadership ideas. A detailed breakdown of each of these educational mechanisms follows. These contexts are listed in order of how much time is spent in each area relative to each of the theories. The educational contexts listed from the top include more significant class time of all students to grasp the concepts.

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[60] Joseph Devine, "Case-Study-Driven Leadership Training from West Point," *Association for Talent Development*, December 24, 2012, http://www.astd.org/Publications/Magazines/The-Public-Manager/ Archives/2012/Winter/Case-Study-Driven-Leadership-Training-from-West-Point.

[61] Ibid.

1.   **Course Instruction**

The predominant instructional context is teaching with PowerPoint presentation as the primary instructional method for discussing the leadership theories. The class involves an individual instructor who has been identified to teach a particular theory to facilitate a discussion about the assigned readings relative to each of the leadership theories. At the conclusion of each theory presented, students are required to review a hypothetical case study that illustrates that particular theory in a conflict environment. For example, if the theory discussed is adult development, the case scenario could potentially involve a conflict in the leadership environment that involves a person moving through a maturity development dilemma.

2.   **Reading**

The readings are intended to introduce the students to academic leadership theory and concepts. Depending on the particular leadership theory, students could be required to read approximately 50–75 pages per night in preparation for the next day's class. The readings come from a variety of different mediums. Some of the readings are adapted from the PL 300 course guide, while others are readings from various articles or academic essays that pertain to a particular leadership theory. Student are given a guide book that includes all required reading for the class.

3.   **Student Journals**

The student journal is required for most of the individual leadership theories that require the self-reflection of the leaders. This assignment is designed to have students consider a personal experience relative to the theory being taught. For example, if the theory is Leader Member Exchange, the question posed to the students might be; write about a time in which you felt you were in the out-group, how did this make you feel and what if anything did you do to get back into the in-group? The purpose of the student journal is to have the students apply the leadership theory to a personal experience. The facilitators will evaluate the student journals for the proper application of the leadership theories. If it is determined by the facilitator that the students did not grasp or properly apply the theory to a personal experience, they are handed back to the students to be re-

done with explanation. The facilitator works with the students on a one-on-one basis until they can grasp the particular leadership theory.

4.   360-Leadership Evaluation

This evaluation is a performance appraisal. The leaders' subordinates, counterparts, and supervisors evaluate their performance anonymously. The intent of the 360-evaluation is to educate the leaders on potential leadership blind spots of which they might not be aware. All students are required to identify five subordinates, three to five supervisors and five colleagues equal in leadership authority. The external evaluators are required to assess the leaders across a variety of spectrums and these evaluation fields can be different depending on which particular type of employee is responding. Communication, job ability, and integrity are some of the common evaluative themes of this appraisal.

5.   Individual Case Analysis

After the presentation of each of the theories, students are given a hypothetical case study specifically designed to highlight the specific theory being taught. The content of the case study is predominantly fire department related and will often discuss common personnel matters. A typical scenario would place the students in an environment in which obvious leadership challenges are apparent. Employees who have conflicts with other employees, or lack the motivation to perform their duties properly, are common themes often found in the case studies. Leadership students are required to identify within the case study at which point the specific leadership theory applies, and then articulate a strategy if provided to reconcile the conflict. As students are provided with more leadership theories, the case studies become more complex with multiple leadership challenges that require the students to begin developing a comprehensive action plan to address all the leadership issues that have been presented in the hypothetical scenarios.

A set number of individual case studies are not given, and in some cases, they are omitted because of the preference of a particular instructor. However, one mandatory individual case study is given as a graded assignment at the end of the first block of class.

6.   Group Case Analysis

Similar to the individual case studies, students are formed into groups and asked to analyze hypothetical scenarios and then apply the appropriate leadership theories and strategies through a group effort. The students are divided into teams that emphasize diversity over a variety of spectrums, such as age, experience, or a particular department for which they work. The intent of this exercise is to have students become familiar with group dynamics and then learn how to move individual effort into a collective effort to solve leadership problems. This graded exercise is given one time at the end of the second block of class.

7.   Final Analysis Paper

To be given credit for the class, the leadership students must complete a minimum 20-page paper that relates a personal leadership challenge within the newly acquired Leader Problem Solving Model. The intent of this assignment to bring all aspects of the class into a final culmination of everything learned through the class curriculum. It is a graded assignment evaluated by the course facilitators.

8.   Grading

Presently, formal evaluation criteria do not exist for any of the required assignments. Each facilitator is given a number of assignments to grade and often the evaluation is contingent on the facilitator's own understanding of the subject matter. Grading of the assignments is typically done with cursory glances to ensure the students grasp the main ideas of the exercise. Most students are given an A if they participate and complete all the assigned coursework. All students who complete the required amount of time in the class and the required assignments will graduate. This analysis was unable to determine if some students did not graduate or received a failing mark as no data was provided. For the purposes of course grades, the following breakdown is used to arrive at the students' final mark.

Individual Case Analysis	25%
Group Case Analysis	25%
Class Participation	10%

Student Journals	10%
Final Analysis Paper	30%

9. Course Instructors

The instructors for the LAFDLA come from a variety of backgrounds. Historically they have been from public safety backgrounds. The LAPD provides several instructors for the LAFDLA, as well as others who have come from previous classes in which they expressed interest in teaching a particular theory. The course facilitators initially evaluate the instructors; however, the individual instructor evaluations done by the class are significant in determining their continued participation.

Presently, information regarding course instructors that can be retrieved through a public medium is not accessible. Instructors are selected primarily on their own interest in being involved with the academy. Each leadership theory typically has two instructors who have been designated and authorized by the facilitators to teach that particular leadership theory. Although formal standards for instructors do not exist, the instructor evaluations carry considerable weight relative to their continued involvement with the academy.

10. Instructor Evaluations

Students are asked at the conclusion of each presentation to rate the instructors on their abilities to communicate the information. The instructors are immediately given their evaluations to review at the end of their presentation. The current LAFDLA position on instructors is that they must receive excellent to outstanding ratings on all their evaluations. If instructors should receive less than this rating for two concurrent classes taught, they will be remediated by the course facilitators to improve their knowledge and delivery of the leadership concepts. If this fails to improve the instructor's capability, they will be asked by the LAFD's In-Service Training Section to not participate as an instructor for the class any longer.

11.   Conclusion

In concept, the design for the LAFDLA is a comprehensive leader problem-solving model that utilizes the knowledge of human behavior to explain the roots of a particular conflict. Within this approach, the students apply what they have learned about the leadership theories and how the theories can help them understand human behavior. By understanding the behavior of the followers, and how they integrate within the broader social organization, it is intended that the leaders can make better decisions relative to employee motivation, performance, and satisfaction. The LPSM requires the students to examine all aspects of the leadership environment to assess properly what the real problems are. Provided with leader strategies, the students begin to develop a comprehensive action plan that should address all conflicts within the environment. The essence of the LPSM is to solve the root problems and not the symptoms of the problems.

IV.   A FORMATIVE EVALUATION OF THE LAFDLA

Environmental alignment for the organization is necessary for it to adapt and evolve to changes, and this alignment begins with individual knowledge and application.[62] This understanding should be foundational to any organizational development program. Organizational shift starts with the individual and over time builds a collective momentum that allows the organization to grow and adjust to the environment. Therefore, it is necessary to consider how people learn and apply the skills they have been taught. Andragogy for the adult learner is worthy of further analysis, as it is then possible to consider and evaluate the more relevant instructional contexts for adult learners.[63] Additionally, the contemporary adult learner must be able to evaluate complex issues and then apply relevant theory to the problem. Learning capacities need to be stretched to open up the cognitive ability of the adult learner. This evaluation considers the more relevant frameworks for teaching people across a broader section of academic and social backgrounds and then offers ways to improve the cognitive abilities of the adult learner in the LAFDLA.

An adult education framework is offered that will improve the current instructional frameworks of the program. This analysis also reviews the current management structures of the LAFDLA and makes recommendations relative to data gathering, the student application process, external validation, and instructor qualifications.

For the purposes of this analysis, the following outline is used to assess and make recommendations for the LAFDLA.

- needs assessment

- organizational objectives and alignment with the LAFDLA

- recommendations on the different educational contexts for the LAFDLA

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[62] C. Marlene Fiol and Marjorie A. Lyles, "Organizational Learning," *Academy of Management Review* 10, no. 4 (1985): 803–804.

[63] Clardy, "Andragogy: Adult Learning and Education at Its Best?," 3.

- acceptance into the program

- external validation process

- data gathering and evaluation

- facilitators

It is not the intent of this assessment to evaluate the logistical support frameworks of the program, as this issue is largely dependent on department budgets and largely outside the control of this analysis. It is expected that this analysis will provide a level of scrutiny based on gathered data that will assist in defending its continued operation through a desire to improve the program's delivery of more informed and better prepared fire service leaders.

The initial introduction to the class requires readings from several areas designed to prepare the students for the first week of class. These readings require the students to move between multiple books and articles while trying to grasp complex subjects. It is difficult to determine how much reading actually is completed, as no assessments are completed to evaluate this reading beyond the class interaction. The instructor does not ask students whether they completed the reading, as a majority of the class time involves the presentation. Presently, the LAFDLA does not require any formal educational prerequisites for acceptance into the class. It is proposed that this cross section of academic ability can be problematic for entry-level students who have not been exposed to graduate-level reading and analysis. It is also argued that although the specific leadership theories are relevant and appropriate in the fire service context, their delivery could be modified to support the broader cross section of social and academic backgrounds.

Reviewing the research on adult learning reveals that this subject is evolving and the collective understanding of how people are taught is shifting from an instructive environment to a collaborative social effort in understanding.[64] Teachers are becoming guides and facilitators and more emphasis is being placed on leading the process of social

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[64] Clardy, "Andragogy: Adult Learning and Education at Its Best?," 18.

thinking.[65] Adult learners are being asked to consider their environments with a level of cognitive ability that they may not have previously experienced before.

Considering the LAFDLA within the formative evaluation framework will help analyze the key components and objectives of the program and offer recommendations for improving adult learning. The intent of this analysis is to examine the major instructional and logistical frameworks of the program and then offer research driven analysis that perhaps will improve the programs design and performance. It is not the intent of this analysis to evaluate the content of each leadership theory and its usefulness in improving fire service leaders, but to look at how the program can be improved in the broader sense of delivering leadership training in the LAPD.

A.   NEEDS ASSESSMENT

A plausible first step to take in beginning the conversation on how the LAFDLA should be constructed is an analysis of what is the present leadership need in the LAFD. The needs assessment provides for a systematic exploration of how things currently exist relative to a desired end state.[66] It is recommended that the LAFD perform a leadership needs assessment to determine what leadership gaps exist within the organization. Additionally, the needs assessment will assist in the development of educational requirements that can be valuable to the advancement of curriculum. This value can be defined in the terms of educational priorities as identified by historic performance problems.

Robert Rouda and Mitchell Kousy in their paper on assessing human resource (HR) needs, provide a framework for conducting a needs assessment that considers the HR needs of an organization.[67] They offer the following framework that provides for a systematic approach to determining what HR needs exist in the organization.[68]

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[65] Robin Ryde, *Thought Leadership*, 1st. ed. (Basingstoke, England: Palgrave Macmillan, 2007), Introduction, ix.

[66] Robert H. Rouda and Mitchell E. Kusy, Jr., "Development of Human Resources—Part 2: Needs Assessment-The First Step," *Technical Association of the Pulp and Paper Industry* 14 (1995): 1.

[67] Ibid.

[68] Ibid., 1–6.

- Step 1. Perform a "Gap" analysis.

- Step 2. Identify priorities and importance.

- Step 3. Identify causes of performance problems and/or opportunities.

- Step 4. Identify possible solutions and growth opportunities.

The gap analysis should assess the current situation relative to leadership skills and abilities that can be done a variety of ways from either a survey or a determination of skills as demonstrated on LAFD promotional exams. The essence of the gap analysis is to determine the disparity in where the organization currently resides and where it needs to be. Determining the desired end-state is really a process of deciding on the leadership archetype the organization desires.

Considering the other elements of Rouda/Kousy framework, an archetype analysis may prove to be helpful in identifying priorities and the relative importance of leadership capacities. Additionally, an assessment of what archetype best defines LAFD leaders should offer anecdotes on what might be the best solutions to current leadership gaps. It is recommended that the LAFD perform an archetype assessment of what qualities define effective LAFD leaders.

Archetype analysis can be an important tool when trying to determine what an end-state might be relative to organizational leadership.[69] De Vries et al. in their paper on how to develop a leadership archetype discuss the importance of considering how all members in the leadership environment view how the leaders interact with their environment as the foundation for developing the leader archetype.[70] The environment in this case would consist of the followers and the organization's climate, and the organizations expectations. Their analysis and recommendations fit nicely with leadership being considered a social manifestation and their suggestions would certainly be germane in determining what an end-state would look like in the LAFD.

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[69] Manfred FR Kets de Vries et al., "Development and Application of the Leadership Archetype Questionnaire," *The International Journal of Human Resource Management* 21, no. 15 (2010): 2849.

[70] Ibid.

In conceptualizing leadership archetypes, De Vries performed an assessment of important leadership characteristics found within the organization.[71] This assessment asked executives of the business community to evaluate what qualities make good leaders in their respective organizations. The result of their research determined that eight specific leadership prototypes emerged as relevant in defining the ideal end-state of leadership in a business environment. The eight archetypes were the following.[72]

- strategist

- change catalyst

- transactor

- builder

- innovator

- processor

- communicator

- coach

The LAFD should consider that perhaps an assessment of leadership archetypes could be useful in determining what an end-state for LAFD leaders might resemble. Later in this chapter, emotional intelligence (EI) is discussed as a possible antecedent to effective leadership and the research further suggests that a strong link exists between effective leadership and high EI.

In conclusion, leader archetype development in the LAFD should be a collaborative effort among all members in the leadership environment. The results of this collective effort can assist in building a common view of what effective leadership might look like in the LAFD. Through this assessment, and considering other possible research on effective leadership, an archetype can begin to appear that will represent the leadership needs of the organization. Having an accurate leader standard will allow the LAFDLA to structure their curriculum to move towards that end-state.

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[71] de Vries et al., "Development and Application of the Leadership Archetype Questionnaire," 2850.

[72] Ibid., 2857.

B.   ORGANIZATIONAL OBJECTIVES

The next part of this analysis reviews the current LAFD organization's mission and core values. The purpose of this assessment is to align the current organizational vision with that of the LAFDLA. Presently, the LAFD mission statement states:[73]

> It is the mission of the Los Angeles Fire Department to preserve life and property, promote public safety and foster economic growth through leadership, management and actions, as an all risk life safety response provider.

This mission statement is facilitated through the LAFD's core values often remembered by the acronym SPIRIT.[74]

Service	Above all else, the LAFD exists to meet the needs of the public
Professionalism	The LAFD conducts itself at all times in a manner befitting the oath it swore to uphold
Integrity	The LAFD lives according to its code of conduct that governs its behavior both on and off the job
Respect	The LAFD always treat others as they desire to be treated
Innovation	The LAFD inspires its employees to take risks that improve the organization and advance the profession
Trust	The LAFD trusts one another to prepare in such a way that puts safety, effectiveness and reputation of the team and the department first

These organizational imperatives are foundational for all operations concerning the LAFD and underscore many of the policies and communications from the fire chief. Within the LAFDLA, it is difficult to highlight what exactly are the programs objectives, as they are intertwined throughout the curriculum. The following information is taken from the course syllabus.[75]

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[73] "Organization," accessed September 28, 2014, http://www.lafd.org/about/organization/fire-commission.

[74] Ibid.

[75] "Department of Neighborhood Empowerment," accessed October 6, 2014, http://empowerla.org/the-lafd-fire-academy-leadership-program/.

The purpose of the LAFDLA helps the students enrolled in this class to accomplish the following.

- achieve an understanding of modern behavioral science theories

- explore the benefits of an organized framework to solve leadership challenges

- integrate course content into daily leadership practices

- develop and achieve personal leadership potential

- adopt a lifelong commitment to the study of leadership

Contrasting the LAFD's objectives with that of the LAFDLA, one particular theme emerges; the LAFD's core values are relational to an external entity. For example, trust is defined as a relational term between two people and respect needs to be considered a two-way relationship. It would appear as though the goals of the LAFDLA are focused on the development of the leaders for the leaders' sake. Perhaps, the development of leaders is relational for the followers' sake and this development should be stated within the programs objectives.

Bart and Tabone in their paper on organizational alignment with the mission statement in non-profit health sector, discuss the importance of aligning organization programs with the mission statement of the organization.[76] Their analysis points to the fact that organizational alignment with the mission statement is of key importance to both the mission's and the organization's success.[77]

Possibly a well-defined vision statement for the LAFDLA will allow an understanding of why the students are in the class. A social value proposition should be offered that bridges the goals of the program to the impact that will result from the

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[76] Christopher K. Bart and John C. Tabone, "Mission Statement Rationales and Organizational Alignment in the Not-for-Profit Health Care Sector," *Health Care Management Review* 23, no. 4 (1998): 54–69.

[77] Ibid., 54.

students' endeavors. This alignment of vision and objectives is crucial for a solid foundation from which to plan for the impact of the program.[78]

In Chapter III, the education design of the program was explained in detail. The next part of this analysis reviews those instructional contexts relative to what the research reveals regarding usefulness and application of those education instruments.

C.   ADULT LEARNING

The amount of information provided in the LAFDLA is quite extensive and often the students are required to absorb large amounts of information over a relatively short period of time. Reading requirements can be extensive. In addition to the reading, they must complete a self-assessment journal and potentially work through a hypothetical case study. The program is described in the syllabus as a graduate level program that requires extensive commitment on the part of the students. Considering the variety of academic backgrounds in any given leadership class, the question begs, is the andragogy for learners different from other education contexts and should educational programs for adults be configured differently?

The research on andragogy is at times conflicted, as some researchers would suggest that good teaching is responsive to the students' needs, and therefore, does not need a separate educational framework.[79] Whereas, other researchers believe that adult learning needs to be considered within a "learner centered" context, or put more simply, what is the value proposition to the adult learner? The point on which the researchers tend to agree is that adult learning needs to involve some level of critical self-reflection or how can these concepts prove useful to the learners in their current environment.[80]

As many different frameworks for discussing andragogy are relative to the best ways to teach adults, for the purposes of this analysis, the framework provided by

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[78] Stephanie L. Moore, Ellsworth, James, and Kaufman, Roger, "Visions and Missions: Are They Useful? A Quick Assessment," *Performance Improvement* 50, no. 6 (July 2011): 15, http://search.proquest.com/docview/881322782?accountid=12702.

[79] Susan Imel, *Teaching Adults: Is It Different? Myths and Realities* (Columbus, OH: ERIC Publishers, 1995), 3.

[80] Ibid., 4.

Malcolm Knowles' adult education theory is used, as it appears to be widely accepted by adult educators.[81] Although Knowles argument have been critiqued on the efficacy of his adult education frameworks, the prevailing academic body would seem to embrace his argument that it is a better learning experience for the adult learners.[82] Sogunro, in his paper regarding pedagogies for developing leaders, argues for role-playing for the adult learners as a more effective instructional context because it requires the adult learners to actually experience and engage with the leadership concepts.[83] Sogunro further argues that role-playing for adult learners allows the leaders to consider different perspectives.[84] It could however be concluded that if the leaders had input on the role-playing curriculum, it could fit inside Knowles' adult education framework.

Nevertheless, the consensus among many educational researchers is that adult learners need to be involved in their own learning process and that the educational frameworks should allow for self-direction on the part of the adult learner.[85] The importance of self-directed learning for the adult learners would appear to be a commonly accepted concept among educational researchers and the variety of adult education frameworks that have been developed since Knowles' framework, also embrace this concept as well.[86]

According to Knowles, adults are autonomous and less dependent on an external infrastructure for learning.[87] This autonomy requires a different set of teaching methods not seen in children or more dependent learners. Knowles provides six distinct assumptions about adult learners.[88]

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[81] Clardy, "Andragogy: Adult Learning and Education at Its Best?," 6.

[82] Ibid.

[83] Sogunro, "Efficacy of Role-Playing Pedagogy in Training Leaders: Some Reflections," 356.

[84] Ibid., 358.

[85] Michael L. Birzer, "The Theory of Andragogy Applied to Police Training." *Policing* 26, no. 1 (2003): 33, http://search.proquest.com/docview/211267963?accountid=127.

[86] Merriam, "Andragogy and Self-Directed Learning: Pillars of Adult Learning Theory," 9.

[87] Clardy, "Andragogy: Adult Learning and Education at Its Best?," 5.

[88] Ibid., 5–7.

- a self-concept of autonomy and self-direction

- a higher level of life background and life experiences

- the need to understand the reasons for learning something

- a learning motivation based upon a personal need

- a pragmatic orientation or a need for value

- an internally driven motivation to learn

By applying these assumptions to the adult learners in the leadership academy, it is then possible to begin to develop a framework for testing the variety of educational contexts as to whether they can fulfill the needs of the adult learners. Knowles provides a framework for the construction of an adult learning environment.[89]

- Learners should be prepared for the learning program—It involves building a learning relationship between the facilitator and the learner. Discussions should occur relative to critical thinking skills and how they can assist with the learning process.

- A climate conducive to learning should be created—The facilitator should create a psychologically comfortable environment that is not critical of views or learning capacities. This environment should allow for differences in opinion and encourage debate as an educational tool. The idea is to stretch the cognitive ability of the adult learners to think critically about the problems they are facing.

- A mutual planning procedure should be used—According to Knowles, this procedure is critical in adult learning. The adult learners need to be part of the planning process relative to what they will be taught.

- Diagnosing learning needs—Essentially, a gap analysis of where the adult learners currently reside relative to the leadership theories and where they will hopefully arrive after the completion of the course.

- Specifying learning objectives—The adult learners should be involved in the development of the learning objectives.

- Designing the learning program—Again, the adult learners should be involved in the designing of the program to the extent that they can determine the best ways to assimilate the leadership training.

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[89] Clardy, "Andragogy: Adult Learning and Education at Its Best?," 10–11.

- Operating the program—The course facilitator directs the actions of the adult learners, but at the same time, allows for the pacing of the program to be determined by the adult students. Learning mechanisms should be flexible enough to allow for pivoting to different teaching methodologies depending on the need. For example, if more experiential based learning is needed, the class should be flexible enough to shift in that direction.

- Program Evaluation—Adult learners need to be involved in how well the information was communicated. More importantly, the adult learners need to feel that their input will matter in the direction of the program.[90]

D.   RECOMMENDATIONS FOR THE LAFD LEADERSHIP ACADEMY

Considering the variety of educational models in the LAFDLA and the research from Knowles relative to adult education frameworks, the following observations and recommendations are provided for the LAFDLA.

- The readings could be considered excessive and independent of the self-directed needs of the adult learners. Perhaps, shorter summaries of the leadership theories would be easier for the adult learners to digest.

- The instruction is less facilitated and more impeded through the instructive nature of the information. Instructors should be trained on facilitation techniques.

- The student journals are an excellent exercise in self-directed learning and should be developed further to be a larger part of the curriculum to include every leadership theory.

- The 360-evaluation assists the leaders in diagnosing their strengths and weaknesses. Knowles would suggest it is relevant in adult learning, as the learners need to understand their blind spots, as well as in which areas they are excelling.[91]

- Group case analysis provides for self-directed learning and should be a larger part of the curriculum. Group activities also allow the adult learners to control the learning environment while managing group differences at the same time.

- Individual case analysis could be modified to allow students to decide on the different levels of conflict. The goal would be to provide several options for case study and let the adult students decide which one to select.

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[90] Clardy, "Andragogy: Adult Learning and Education at Its Best?," 11.

[91] Ibid.

The adult learners need to be able to identify the areas they feel in which they need to improve.

- The final analysis paper is a good self-directed exercise in applying the leadership principles to a personal experience. This bridging of a personal experience with newly taught leadership tools leverages and validates the experiences of the adult learners by bridging the reality of their environment with the academic tools being taught.

- Instructor evaluations are completed, but no course evaluations regarding the utility of the leadership theories and how they are presented. It is recommended that in addition to the instructor evaluations, the students would also evaluate the relevance of each theory taught and how it was presented. The students would also be encouraged to comment on better ways to present the curriculum.

In addition to the application of Knowles adult education framework, it would also be recommended that a pre-course exercise be given to establish a baseline for the adult learners' current knowledge relative to leadership in the fire service. This same exercise would be given again at the end of the class to measure the amount of learning that has occurred. The idea is to illustrate the knowledge gap and have the adult learners evaluate the amount of learning that has taken place. Knowles would argue that this approach is precisely what is needed for the adult learners' need to determine the value in what they are learning.[92]

E.   ACCEPTANCE INTO THE PROGRAM

Presently, the acceptance requirements for the LAFDLA consist of an application and a signed understanding that the students must participate using personal time. Currently, the LAFD does not support the students' participation from the standpoint of allowing them to attend on an on-duty basis. Currently no entrance exams or interviews are given that are used to determine how successful an applicant might be. Since the list for applicants for the LAFDLA is relatively small, it is not recommended at this time that an interview or survey be utilized to determine acceptance into the academy. It is, however, recommended that a survey be provided that can determine if the applicants

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[92] Clardy, "Andragogy: Adult Learning and Education at Its Best?," 11.

possess foundational knowledge that could be useful in potentially predicting their success as future leaders, and also providing the organization an assessment of its leaders.

As leadership positions in the LAFD have historically been open to anyone that would like to participate, it is important that this analysis consider what possible precursors might predict better leaders.[93] Furthermore, can these antecedents of leadership be identified through an examination or interview that is better able to predict leadership success?

Chapter V proposes that leadership should be viewed as a social phenomenon that involves a distinctive exchange of influence between leaders and followers. Greenleaf's servant leadership fits nicely within this social environment, as it is dependent on the leaders understanding the followers and their needs from the capacity of a servant.[94] The servant leader can understand and empathize with followers through their broader desire to serve.[95] This understanding and empathy are the essence of leadership in a social environment, as leaders do not see themselves as the center of the leadership environment, but simply a piece of the larger social system in the organization.

In 2014, Barbuto, Gottfredson, and Searle determined in their study of civic leaders that Daniel Goleman's EI was in fact a statistically significant predictor of servant leadership.[96] They further argue that EI should be considered when selecting and preparing future leaders.[97] The idea of EI being a predictor of leadership success is not a new concept and other studies have found a link between transformational leadership and EI.[98] Higgs and Aitken also found links between EI and leadership in their study of

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[93] John E. Barbuto, Jr., Ryan K. Gottfredson, and Travis P. Searle, "An Examination of Emotional Intelligence as an Antecedent of Servant Leadership," *Journal of Leadership & Organizational Studies* 21, no. 3 (August 2014): 315. http://search.proquest.com/docview/1543559149?accountid=12702.

[94] Robert K. Greenleaf, *Servant Leadership* vol. 7 (New York: Paulist Press, 1977), 11–13.

[95] Ibid.

[96] Barbuto, Gottfredson, and Searle, "An Examination of Emotional Intelligence As an Antecedent of Servant Leadership," 321.

[97] Ibid., 322.

[98] Nicholas Clarke, "Emotional Intelligence and Its Relationship to Transformational Leadership and Key Project Manager Competences," *Project Management Journal* 41, no. 2 (2010): 5.

leaders in the New Zealand public sector.[99] Their research determined that EI could be a predictor of leadership success but that further research was warranted.[100]

The research would seem to suggest that the likelihood exists in using EI as one indicator of leaders' success. It is not the intent of this analysis to suggest that only EI be used, but to offer this assessment tool as a way to gather more information about leadership blind spots in the LAFD. Through an EI assessment, the LAFD could assess the areas in which members could use improvement relative to their social leadership ability. It would be recommended that all applicants be given an EI analysis exam to determine their level self-awareness within the leadership environment, but that the results are not used for elimination purposes from the program.

F.   EXTERNAL REVIEW PROCESS

Presently, the LAFDLA is not validated on a level that looks for alignment with the organizations goals or its own stated objectives. It is proposed that a periodic external review be an important part of the continued evolution of the program, and that through this external evaluation, the LAFDLA can continue to thrive and remain contemporary in the fire service relative to leadership development.[101] It is also expected that an external review of the program will keep the program relevant from an objective analysis of the program's stated deliverables. This external review committee should be comprised of an internal member of the department not closely affiliated with the LAFDLA and an external member preferably from an educational institute. The external member should have background knowledge on academic leadership programs and be respected in the field of leadership development. The external member would be preferably from a local university that currently offers organizational leadership classes and is on the faculty within that academic discipline.

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[99] Malcolm Higgs and Paul Aitken, "An Exploration of the Relationship between Emotional Intelligence and Leadership Potential," *Journal of Managerial Psychology* 18, no. 8 (2003): 821, doi:http://dx.doi.org/10.1108/02683940310511890.

[100] Ibid.

[101] Irwin L. Goldstein, "The Pursuit of Validity in the Evaluation of Training Programs," *Human Factors: The Journal of the Human Factors and Ergonomics Society* 20, no. 2 (1978): 132.

The internal member should be considered a respected practitioner of leadership from inside the LAFD. The internal member must also be intimately familiar with organizational policies to ensure any recommendations comply with the rules of the organization. This internal member should not be someone closely affiliated with the current academy, as assessments may be biased. The general manager of the fire department should select this particular member.

The external review committee should meet yearly to validate the current LAFDLA relative to output provided from the current program. A yearly meeting would align with the fire department's budget cycle and the findings of the review committee may have impact relative to funding the academy. The goal of the committee will be to perform an outcome evaluation to determine whether the LAFDLA is meeting its stated objectives.[102]

At the conclusion of the committee evaluation, the committee will produce a public report relative to their findings to be presented at a fire commission meeting. It is believed that the usefulness of an external review process is self evident especially for a public entity like the LAFD. The LAFD is not isolated from the public it serves, and should strive to be transparent and forthcoming relative to the efficacy of the LAFDLA. It is expected that this self-imposed review process will have the pro-active effect of leaning forward with regards to improving the existing program.

G.   DATA GATHERING AND EVALUATION

Data availability is probably the single biggest weakness of the LAFDLA. Presently, relevant data is not available that could assist in determining how effective the program is. The instructor evaluations are not kept for any length of time, and immediately after the conclusion of a particular class, they are reviewed by the facilitators and then forwarded to the instructor. It is undetermined at this point if this data is retrievable or even retained. Students are asked to comment on the instructor's ability only and not on the usefulness of the different educational contexts. As of the

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[102] "Section 2: Stages of Evaluation," 19–34, accessed October 7, 2014, http://www.cdc.gov/ncipc/ pub-res/dypw/dypw.pdf.

writing of this thesis, numerous requests were made to retrieve any relevant data that could assist in the evaluation of the program. The only data provided was a course roster, course syllabus, course description, and several handouts that are given to the students prior to each week of the program.

It is not the intent of the analysis to craft data gathering tools but to discuss what types of data could be relevant for the LAFDLA. For the purposes of this assessment, the potential data sets are broken down into three simple categories.[103]

- Categorical data

- Ordinal or scalable data

- Qualitative interviews

Categorical data would primarily deal with the important categories, such as experience, time in present rank, number of leadership classes taken, and so on. This data would serve to establish a foundation of what types of people are interested in the LAFDLA. It would also show what levels of supervision are seeking leadership training and could assist the organization in targeted training. It is important to recommend that the LAFDLA should be careful with regard to what categories it queries to avoid the perception of prejudice. It would be recommended that categories involving race, age, and gender be avoided.

Ordinal data would offer statements and a response with how strongly students agree with a particular statement. For example, if the statement is, "The student journal exercise is a valuable tool for understanding the specific leadership theories." The students would then be asked to respond along a scale with one end of the scale indicating that they "strongly agree" with that statement, or on the other end, "strongly disagree." Each of the points along this scalable assessment tool would be given a number value.

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[103] Valerie J. Easton and John H. McColl, "Statistics Glossary, V1.1," accessed October 7, 2014, http://www.stats.gla.ac.uk/steps/glossary/presenting_data.html#nomdat.

Strongly Agree = 5

Somewhat Agree = 3

Strongly Disagree = 1

Ordinal data would also be recommended to assess alumni in determined intervals after completing the program. It is undetermined what those intervals may look like, but it would be safe to assume that at six months, and possibly one year, the alumni would still recall some knowledge, and whether it is helping them. It is strongly recommended that the LAFDLA have some level of engagement with alumni to assess if any of the leadership theories have helped them in their present leadership positions. This involvement may also include an alumni committee that can meet regularly to discuss the merits of the program. The committee could also assess the relevance of some of the educational tools used based on the data provided.

Lastly, qualitative interviews are crucial in developing a dialogue regarding the program and how the students may feel it could be improved. The use of qualitative interview is especially helpful when assessing the individual impact of the program.[104] The evaluator would be looking for common themes or sentiments regarding the usefulness of the program. This data could be gathered in the form of statements and feelings.[105] This collection of data would help develop a student narrative on how the LAFDLA is performing.

H.   FACILITATORS

The next part of this evaluation reviews course facilitators, and how they are certified and trained to lead and manage the LAFDLA. It is not the intent of this analysis to discredit the presently assigned facilitators and instructors but to offer research that can assist with better preparing the primary educators of the LAFDLA.

Presently, instructors and facilitators are identified on a volunteer basis and offer their services predominantly because of their interest and support of the LAFDLA.

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[104] Meg Sewell, "The Use of Qualitative Interviews in Evaluation," University of Arizona, accessed October 7, 2014, http://ag.arizona.edu/sfcs/cyfernet/cyfar/Intervu5.htm.

[105] Ibid.

Facilitators are previous alumni of the program who have expressed an interest is assisting with the academy. The only requirement for instructors and facilitators is that they must have completed the LAFDLA. All the assigned facilitators and instructors are very passionate about the program and certainly put in the effort to make the learning experience as productive as possible. For the purposes teaching in the LAFDLA, and the purposes of this analysis, facilitators and instructors are interchangeable and often the facilitators are called upon to instruct on a particular theory because the assigned instructor was not available for that particular day.

Considering the research on facilitation, the question of what are the competencies for facilitators has been explored through the forums sponsored by the International Association of Facilitators (IAF) and the Institute of Cultural Affairs (ICA) in the United States and Canada.[106] Through these forums, competencies that many of the clients and facilitators agreed were effective for facilitation were captured and place into a table of facilitator competencies.[107] For the purposes of brevity, they have been shortened but the context remains intact.

- Engage in Professional Growth

    - Maintain a base of knowledge
    - Contrast facilitation methods
    - Maintain professional standing

- Create Collaborative Partnerships

    - Develop working partnerships with those served
    - Create and maintain professional, collegial relationships
    - Co-design and customize applications to meet client needs

- Grate an Environment of Participation

    - Demonstrate effective interpersonal communication skills
    - Honor and recognize diversity, ensuring inclusiveness

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[106] "Facilitator Competencies Six Areas of Facilitator Competencies and the Skills, Knowledge and Attitudes Necessary," *Edges* 12, no. 1 (April 2000): 1, http://search.proquest.com/docview/225198077?accountid=12702.

[107] Ibid., 2–5.

- Facilitate group conflict
- Utilize Multi-Sensory Approaches

  - Evoke group creativity, blending learning and thinking styles
  - Employ multi-sensory processes
  - Use time and space to support group process
- Orchestrate the Group Journey

  - Guide the group with clear methods and processes
  - Facilitate group self-awareness
  - Guide the group to consensus and desired outcomes
- Commit to a Life of Integrity

  - Ask the depth questions of one-self and others
  - Model profound affirmation
  - Trust group's potential and model neutrality

Hopefully, these competencies have provided a context for understanding the responsibilities of a facilitator. It was not the intent of this analysis to recommend a new class or new educational material for facilitators, but to offer that facilitation is a nuanced form of instruction requiring the instructor's awareness on many levels. The facilitator must be completely familiar with the subject matter while at the same time understanding the psychology of individuals in an effort to assist the adult students in teaching themselves. These competencies are provided so that the facilitator is aware of the type of social thinking that occurs inside a group and then how to facilitate that process of social thought. The facilitator's job is not necessarily instructive but more closely related to coaching and mentoring.

I.   CONCLUSION

In conclusion, this analysis began with recommending a needs-assessment that will build a collective leader archetype for the LAFD. This archetype is the culmination of a collaborative effort to assess what types of leaders in the LAFD are perceived as being most effective. This archetype analysis will inform the LAFD of the leadership gaps that currently exist and what qualities ideal LAFD leaders might have. This needs-

assessment will also assist in offering requirements for building an educational framework for the LAFDLA.

Organizational alignment of the LAFDLA was reviewed to determine whether it was aligned with the objectives of the organization. This analysis showed that perhaps the stated objectives of the LAFDLA were not characteristic of the LAFD's core values. Whereas the core values of the LAFD are relational to an external entity, the LAFDLA's objectives are introspective and not relational. The recommendation for the LAFDLA would be to review the existing objectives relative to the LAFD's core values and rewrite the objectives to be more reflective of the LAFD's mission and goals.

Based on Knowles adult education framework, it was recommended that the LAFDLA could modify some of its existing instructional contexts to better facilitate adult learning. Learning that requires the adult learners to self reflect and use their personal experience to understand the leadership concepts would appear to be the best andragogy for the academy. The learners should also be involved with the planning of the curriculum to the extent that they can comment on the usefulness of the different instructional contexts. It is recommended that the LAFDLA review current educational contexts comparative to the adult education frameworks, and modify or support current curriculum that provides for a learner-centered environment.

In an effort to validate the existing program, it was also recommended that an external review committee should be formed to evaluate the alignment of the program with organizational objectives on an annual basis. This committee would serve to offer an objective analysis of current methodologies and provide recommendations to keep the academy contemporary and relevant. The external review committee would provide transparent oversight of the existing program relative to its stated objectives, and whether it is improving the education experience for the leadership students.

The students' application and acceptance into the program should provide a variety of data sets that can assist the LAFD on determining base-line leadership ability. It is recommended that the LAFDLA should require an assessment of emotional intelligence prior to being accepted into the program. This assessment would not be a

conditional factor of acceptance into the LAFDLA, but merely an assessment of the current students' leadership capacity. Combined with a leadership archetype, the assessment of emotional intelligence will begin to build a picture for what effective leaders might look like in the LAFD. This picture will prove helpful in building an effective educational curriculum.

Empirical data is crucial for determining the effectiveness of the program, and the LAFDLA should strive to create a comprehensive data collection mechanism that allows for a more accurate assessment of the areas in which the academy can improve and reinforce its current educational frameworks, as well as reinforcing the areas in which it is meeting expectations. Data will also provide a starting point for the external validation of the efficacy of the program. It is recommended that the LAFDLA pursue a data collection effort with the objective of providing an accurate assessment of what is working and what is not.

Facilitation is a nuanced form of instruction and the LAFDLA should take advantage of opportunities to train its instructors in facilitation. Managing the process of social thinking fits nicely with Malcolm Knowles' adult education framework as learning through the process of self-discovery allows the adult learners to have control over their own education. It is recommended that the LAFDLA embrace facilitator's skills as foundational requirements for all instructors. Perhaps, the LAFDLA can sponsor frequent facilitator workshops to be attended by all leadership instructors.

Hopefully, this constructive assessment of the current LAFDLA has provided a detailed analysis of the current educational frameworks comparative to contemporary research. The intent of this examination was to offer recommendations that can help evolve the existing LAFDLA by modifying and improving its instructional frameworks. Furthermore, these recommendations are offered to generate dialogue on relevant leadership development literature and how it may assist with growing the LAFDLA.

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V.   THE SOCIAL CONTEXTS OF THE LEADERSHIP ENVIRONMENT AND WHY IT MATTERS

The strength of the wolf is in the pack; the strength of the pack
is in the wolf.

~ Rudyard Kipling, writer[108]

This chapter considers leadership development through a new lens. This new viewpoint offers the idea that leaders and followers exist in a social environment, and therefore, are subject to certain explanations of social behavior. Leadership operates in a social environment and is supported by an ecosystem of symbiotic relationships between leaders, followers, and the organization. This ecosystem is in a constant state of transformation, and therefore, the organization's leadership must recognize and understand adaptive strategies that support and facilitate the ever-changing leadership landscape. The fire service is like many other organizations, and must also consider the social context and adaptive strategies within the fire service leadership environment. Understanding how groups and individuals strive for prominence is necessary in an effort to build common intra- and inter-group relationships within a fire organization. It is also important to understand how followers and leaders perceive their environments, especially at it relates to their relationships with each other. This understanding allows the leadership to anticipate challenges that may occur.

The first part of this chapter discusses the concept of followership and its relevance to the fire service leadership. The concept of followership is shown to be a significant determinant in the process of relationship building between leaders and followers. Understanding the followers and their context is the first step in assessing an ever-changing leadership environment. The next part of this chapter discusses SIT and its relevance in interpreting individual and group needs. It is shown that positive distinctiveness is salient within the individual and group environments, which is

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[108] Quote from Goodreads. "Rudyard Kipling: For the Strength of the Pack Is the Wolf, and the Strength of the Wolf Is the Pack," accessed October 25, 2014, http://www.goodreads.com/quotes/43249-for-the-strength-of-the-pack-is-the-wolf-and.

significant as it drives the need to be perceived favorably. This striving for individuality and a positive perception is shown to be a significant motivating factor in how individuals and groups perform. Next, this analysis considers other various social theories and their application to the fire service leadership environment. As mentioned earlier, the leadership environment is in part social, and therefore, it is important that social theories be considered relative to group and individual leadership. Lastly, this chapter looks at what leadership lessons can be learned from nature, and what its adaptive strategies can teach people about leadership development. As an ecosystem, the leadership environment must adapt and evolve to survive, and it is argued that this adaptability can be learned from positive and negative outcomes. Cooperative relationships are necessary to build reciprocal agreements between leaders and followers that benefit both parties. The relevancy is that adaptability and survivability are dependent on a full understanding of the dynamics of the social ecosystem and this understanding assists in the leaders' evolution.

A. FOLLOWERSHIP—WHAT IT IS AND HOW IT APPLIES IN THE LOS ANGELES FIRE DEPARTMENT

The available research on followership pales in comparison to the research on leadership, and consequently,[109] the research on followership in the fire service is even scarcer. Followership as an actual educational discipline is becoming slowly embraced by academics as a significant part of leadership development.[110] The research is leading to the idea that the social dynamics of followers and leaders plays a significant role in determining the effectiveness of leaders.[111] These social dynamics play an important role in the development of group distinctiveness and member identity, which can be relevant to leaders' development.[112] Perhaps, followership could be considered the social

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[109] Crossman and Crossman, "Conceptualising Followership—A Review of the Literature," 482.

[110] Ibid.

[111] Daan Van Knippenberg and Michael A. Hogg, "A Social Identity Model of Leadership Effectiveness in Organizations," in *Research in Organizational Behavior: An Annual Series of Analytical Essays and Critical Reviews* vol. 25 (Oxford: Elsevier Science Ltd, 2003), 244, http://search.proquest.com/docview/620356383?accountid=12702.

[112] Ibid., 245.

construction of members in a group that ultimately has a profound impact on the leadership environment. All members in the fire department team have a different social reality that can influence how they perceive themselves relative to the leaders. Followership in this sense is expressed as part of the dynamic social environment that can be fractured and in a state of continual evolution. Different social realities have to be understood by the leaders, as it will help them anticipate changes in the environment. Therefore, it is reasonable to conclude that leadership in the fire service is not necessarily associated with a person or rank, but a broader dynamic social ecosystem that includes many layers and nuances that affect a person's ability to lead.[113] Instead of teaching people how to lead, perhaps the focus of instruction should be teaching the leaders about the environment in which they are asked to lead.

B.   DEFINING FOLLOWERSHIP

A good definition of followership is difficult to find as many academics have attempted to provide an explanation of followership by making a distinction between leaders and followers.[114] This distinction draws a line between leaders and followers in a situation in which leaders often are portrayed as a focal point with power and influence, and followers are depicted as subordinates or constituents who simply follow the directives of the leaders.[115] Sigmund Freud's analysis of the leader-follower relationship supports this context in that Freud believed in the "father" figure as being the predominant need of the followers. Freud argued his "great man" hypothesis as this longing for the father figure and that each person desires to be led.[116] This father figure would be synonymous with group leaders in Freud's view. The vertical leader-subordinate relationship is the prevailing context for a majority of available research on leaders and followers. In contrast to this framework is a horizontal relationship in which

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[113] D. Scott DeRue and Susan J. Ashford, "Who Will Lead and Who Will Follow? A Social Process of Leadership Identity Construction in Organizations," *The Academy of Management Review* 35, no. 4 (2010): 627, doi:10.5465/AMR.2010.53503267.

[114] Crossman and Crossman, "Conceptualising Followership—A Review of the Literature," 482.

[115] Ibid.

[116] "Sigmund Freud," October 9, 2012, http://leadforsocialchange.wordpress.com/2012/10/09/sigmund-freud/.

leaders and followers are considered to be on the same team at the same level.[117] This relationship emphasizes the ability to influence leadership from both the leaders' and followers' perspectives. For the purposes of this analysis, followership is considered an active role by the followers that is relevant to the leaders' capacity to lead.[118]

The following definition of followership fits nicely within the context of the LAFD and is used as a foundation for this analysis.

> Followership is a relational role in which followers have the ability to influence leaders and contribute to the improvement and attainment of group and organizational objectives.[119]

This definition would suggest that the concept of followership falls in a linear progression along a line graph. As the leader-follower relationship becomes more salient, the followers may exert significant more influence over the leaders (Figure 2). As the leader-follower relationship becomes less salient, the followers may exert no considerable influence over the leaders. Therefore, the relationship and the strength of that relationship could have a significant effect on the formal leaders and the resulting leadership environment.
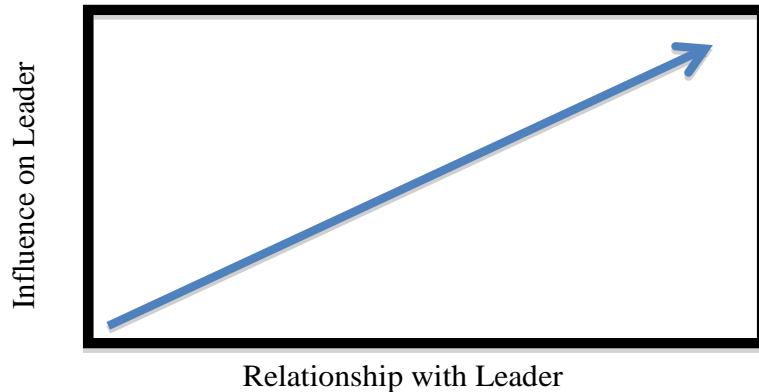

Figure 2.   Influence and Relationship to the Leader

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[117] "The New Leadership is Horizontal Not Vertical," March 4, 2013, file:///Users/chdsstudent/Desktop/Followership/The%20New%20Leadership%20is%20Horizontal,%20Not%20Vertical%20%7C%20Trusted%20Advisor.webarchive.

[118] Crossman and Crossman, "Conceptualising Followership—A Review of the Literature," 484.

[119] Cartsen et al., as quoted in Crossman and Crossman, "Conceptualising Followership—A Review of the Literature," 500.

C.   FIRE DEPARTMENT TEAMS

Fire departments in the United States utilize a team framework to support their public safety operations and this configuration allows fire companies to operate effectively, safely, and efficiently on the fire-ground. The creation of fire companies is designed specifically to respond to a given incident that requires that the members of the team train together extensively. The team concept underscores the fact that safety is considered the most important aspect of a firefighter's job and that the captains assigned to the team must always be vigilant of their team's capabilities and provide for member safety at emergency incidents. Given that the LAFD also uses the team concept to provide for public safety, it could be reasonably assumed that captains must understand the needs of their subordinates as part of the effort to develop an effective team.

D.   GROUP DYNAMICS

When discussing followers, it would be important to consider the groups to which they belong. Within the followership literature, Prentice, Miller, and Lightdale describe different types of follower groups in their study of common identity groups versus common bond groups.[120] Their analysis uses Social Identity Theory (SIT), and highlights the role of group distinctiveness in determining group survivability. Whether a group can be defined as common bond or common identity is independent of the social interactions that occur within the group, and in both cases, social interaction is a common thread that builds and sustains a group's identity. This distinction in how a group identifies itself is important in analyzing the fire department in that a fire company or station is a group or a team with a common objective. The fire department company[121] fits nicely within Prentice's common bond group in which member attachment to the group is primary.[122] The common bond is that the service aspect of public safety and the oath of office taken

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[120] Deborah A. Prentice, Dale T. Miller, and Jenifer R. Lightdale, "Asymmetries in Attachments to Groups and to their Members: Distinguishing between Common-Identity and Common-Bond Groups," *Personality and Social Psychology Bulletin* 20, no. 5 (October 1994): 485, http://search.proquest.com/docview/57762001?accountid=12702.

[121] Fire Department Company—Consists of either a 2, 3, 4 or 6-member team put together to serve a specific purpose; a two-member ambulance team or four-person engine company.

[122] Prentice, Miller, and Lightdale, "Asymmetries in Attachments to Groups and to their Members: Distinguishing between Common-Identity and Common-Bond Groups," 485.

upon appointment to the LAFD.[123] This common bond is built in part on the homogeneity of firefighters. This similar quality of firefighters is not based on race or gender, but on qualifications, backgrounds, and desire for public service.

It is fairly safe to assume that firefighters are typically homogenous in nature; in other words, their personalities often have similarities relative to working in public service. This assumption is relevant in understanding the social nuances that develop within the group. These nuances and their impact on the leadership environment is discussed within the context of SIT later in this chapter. In an interesting analysis done by the Australian Institute of Forensic Psychology, firefighter candidates were categorized as to whether they would be considered successful candidates. Stress tolerance and the ability to follow orders were common traits considered valuable when testing and selecting firefighters.[124] The result of this assessment is that the firefighter selection process often produces a very homogenous personality profile in most career fire departments. The discourse on whether this is good or bad is beyond the scope of this analysis; however, it is definitely something that should be researched further to reveal the impact of this likeness. The point is that firefighters often have common personality traits and it is relevant when discussing leadership as a social system. This homogeneity can make a difference when discussing prototypical versus non-prototypical leaders examined later in this chapter.

The necessary collaboration of a fire company is the effort towards having a common mission and integrated standard operating guidelines (SOG) developed and used for training to meet that mission. For example, a fire engine that is normally comprised of four members would have a collective goal with individual roles or responsibilities. The overall objective of a fire engine is to extinguish the fire; however, each member of that

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[123] LAFD Oath of Office: I do solemnly swear that I will support this Constitution of the United States of America and that of the State of California; that I will obey the Laws and Ordinances of the City of Los Angeles, familiarize myself with and be obedient to the Rules and Regulations and orders of the Los Angeles Fire Department, and faithfully serve the City of Los Angeles in the discharge of my duties as a firefighter to the best of my knowledge and ability, So Help Me God.

[124] Mitchell K. Bryne, "Recruit the Right Person First Time—Using Psychological Profiling for Volunteer and Career Firefighters," 4, Table 3, accessed August 2014, http://www.fire.uni-freiburg.de/summit-2003/3-IWFC/Papers/3-IWFC-040-Byrne.pdf.

team has individual responsibilities. One member would be responsible to capture the fire hydrant and one member would select the proper hose size. The driver/operator would manage the fire pump and the fire captain would supervise the entire operation for proper strategy and scene safety. This setup is not unlike many professions in which a collective goal exists with individuals put together to make teams that have specific responsibilities relative to completing the overall mission. The military, a hospital staff, and a law firm are all very similar in this aspect, and therefore, the leader-follower relationship would also be relevant in these contexts.

E.   FOLLOWERSHIP IN THE FIRE SERVICE

The concept of followership in the fire service is not a widely researched area, and most of the fire-based leadership training is specifically targeted for the leaders of the team. This didactic approach to leadership development would seem to be missing an important component of the followers in that it assumes the path to effective leadership is solely through the leaders. The importance of followership within the leader-follower context is demonstrated through a variety of research studies that focus on the relevance of social interactions within a group as being a contributing factor in the development of leaders.[125] These social interactions are influenced by intra-group relationships and the resulting exchanges of influence between leaders and followers. Crossman in his review of followership literature puts forth the idea that groups can have multiple leaders within a group. Inside a group, it is possible to have both formal and informal leadership taking place regardless of the formal chain of leadership and will impact the leadership environment.[126] The followers can construct a self-concept that assists in leaders' development, and conversely, the leaders can assist the followers in developing these self-schemas that also assist in leader development.[127] The research shows that these relationships between leaders and followers are flexible within the social construct, and

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[125] Van Knippenberg and Hogg, "A Social Identity Model of Leadership Effectiveness in Organizations," 244.

[126] Crossman and Crossman, "Conceptualising Followership—A Review of the Literature," 485.

[127] Robert G. Lord, Douglas J. Brown, and Steven J. Freiberg, "Understanding the Dynamics of Leadership: The Role of Follower Self-Concepts in the Leader/follower Relationship," *Organizational Behavior and Human Decision Processes* 78, no. 3 (1999): 168, doi:10.1006/obhd.1999.2832.

this flexibility is dynamic, and can ultimately, have an impact on the effectiveness of the leaders.[128]

In the LAFD, the response model is divided into rescue ambulances, engines and truck companies. The fire captains are responsible for all operations relative to the management of the company at the scene of an emergency. The responsibilities of the captains necessitate that they consider how well the team is functioning and then be able to make adjustments that allow for maximum effectiveness. The determination of how well a fire company is performing is really a matter of subjective evaluation. Foundational to this evaluation is the safety of the crew operating at the scene of an emergency. The Manual of Operations (MO) within the LAFD department library department has defined what an acceptable level of performance is. This MO contains a variety of different evolutions; for example, the standard for the way a hose is laid out and what size and type of ladder is thrown to a building. It is the fire captain's responsibility to ensure that each member of the company is proficient at each of these evolutions as defined by this MO. This responsibility requires that an officer consider the learning capacities of each member assigned to the company, as well as how each member contributes to the overall efforts of the team.

Aside from the emergency environment, most of the time spent managing the members of a fire station is spent in a non-emergency environment, and therefore, requires a good understanding of how people work within groups in non-emergency situations. In this environment, most of the leadership challenges present themselves. Followership and group dynamics as a concept begins to emerge as a relevant factor for a fire officer in determining how to develop and lead an effective team.

F. FOLLOWERSHIP COURSES IN THE FIRE SERVICE

Looking for followership courses in the fire service can be difficult, and in many instances, classes will have the title of followership but the curriculum does very little to address this social occurrence. For the purposes of this analysis, followership and

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[128] Lord, Brown, and Freiberg, "Understanding the Dynamics of Leadership: The Role of Follower Self-Concepts in the Leader/follower Relationship," 168.

leadership studies are considered in the examination of the social dynamics that comprise the leadership environment. These social dynamics are relevant within the fire service leadership environment, and therefore, require a thorough understanding of group and individual identity as expressed from both contexts of the leaders and followers.

Organized in the early 1970s, the National Wildfire Coordinating Group (NWCG) was tasked with standardizing operations specific to fighting wildfires. The goal of the NWCG is to encourage synergy between autonomous local fire agencies by providing standards and training. Part of the NWCG training curriculum is a series of leadership classes that start with entry leadership concepts and move through to executive level leadership concepts. The following represents a list of leadership classes taught by the NWCG.[129]

L-180	Human Factors in the Wild-land Fire Service
L-280	Followership to Leadership
L-380	Fire-line Leadership
L-381	Incident Leadership
L-480	Organizational Leadership
L-580	Leadership is Action

The NWCG has developed a leadership class specifically designed for young firefighters aspiring towards a leadership position. The L-280 Followership to Leadership class is part of a larger leadership development program designed to introduce young firefighters to some basic leadership principles in anticipation of their eventual movement into a leadership position.[130] The course curriculum is divided into some very basic concepts of leadership, such as defining leadership terms and team building. Specifically, team building is explained relative to Tuckmans's[131] explanation of group development and how the leaders can facilitate each stage of group development. The class emphasizes

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[129] "Field Managers Course Guide," 38–47.

[130] Ibid., 40.

[131] The Forming—Storming—Norming—Performing model of group development was first proposed by Bruce Tuckman in 1965, who maintained that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results. This model has become the basis for subsequent models.

experiential based-learning exercises called Field Leadership Assessment Courses (FLAC). The intent of the FLAC is to apply the leadership principles taught in the class.

Available data on the impact of the L-Series leadership classes taught by the NWCG is difficult to obtain, as most departments internally sponsor the teaching of the individual classes. The data for how many people have participated in these programs is consigned to the federal employees only at this time. Many local fire departments will also offer the L-series classes, but unfortunately, that data is not presently available. Data for L series classes reveals that since its inception, over 77,000 federal employees have participated in these five classes (Table 5). The NWCG is in a constant state of improvement relative to the leadership classes, and is always looking for better ways improve its leadership classes. It is the intent of the NWCG to capture future data relative to the L-series from local governments in an effort to improve and modify the existing curriculum.

Table 5.   L-Series Leadership Classes—Federal Agency Breakdown[132]

	L180	L280	L380	L381	L480
Bureau of Land Management	6,285	1,760	1,101	404	190
Fish and Wildlife Service	2,350	265	180	82	49
National Park Service	4,572	525	274	111	71
Bureau of Indian Affairs	8,766	766	495	83	29
United States Forest Service	28,868	10,382	5,985	2,687	757
TOTAL	**50,841**	**13,698**	**8,035**	**3,367**	**1,096**

In determining the relevance of this information, it is important to consider the data comparative to the total number of employees. The 2013 data reveals the following.[133]

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[132] This data was provided by the Bureau of Land Management—Fire Operations/Training. Bureau of Land Management—Fire Operations/Training, email correspondence to the author, September 25, 2014.

[133] It is understood that this data is fluctuating and the comparisons drawn in this paper are not necessarily accurate; however, the point being that the number of times the class has been taken relative to the number of employees in each agency is relevant to the discussion in certain examples.

Bureau of Land Management	10,000 paid employees[134]
Fish and Wildlife Service	9,000 paid employees[135]
National Park Service	20,068 paid employees[136]
Bureau of Indian Affairs	8,701 paid employees[137]
United States Forest Service	32,818 paid employees[138]

It would appear that although the data in Table 5 is cumulative from the inception of the L-series program, this analysis shows very little of the authorized positions taking advantage of the leadership classes relative to their total number of employees. Most notable is the National Park Service in which only 3 percent (525/20,068 employees) of the employees have taken advantage of the L280 Followership to Leadership class. Since the data provided from Table 5 is cumulative, it would be expected to see that these numbers could be much worse. It is understood that this data is fluctuating and the comparisons drawn in this paper are not necessarily completely accurate; however, the point being that number of times the class has been taken relative to the number of employees in each agency is striking in specific examples. As the L series classes are predominantly fire focused, it would be expected to see federal agencies, such as the United States Forest Service (USFS) that are involved with forest firefighting, taking advantage of these programs, as evidenced by the fact that nearly 32 percent of the USFS has taken the same L280 class.

If this analysis determines that leadership is a social system, and that the understanding of followership is key to determining the success of the leaders, then it would also suggest that everyone in the leaders' environment should be working from the same leadership definition. Having a common leadership language among all members in

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[134] "About the BLM: the Bureau of Land Management: Who We Are, What We Do," accessed October 6, 2014, http://www.blm.gov/wo/st/en/info/About_BLM.html.

[135] *Wikipedia*, s.v. "United States Fish and Wildflife Service," last modified October 29, 2014, http://en.wikipedia.org/wiki/United_States_Fish_and_Wildlife_Service.

[136] "Work with Us," accessed October 6, 2014, http://www.nps.gov/aboutus/workwithus.htm.

[137] "Who We Are," last modified October 12, 2014, http://www.bia.gov/WhoWeAre/index.htm.

[138] *Wikipedia*, s.v. "United States Forest Service," http://en.wikipedia.org/wiki/United_States_Forest_Service.

the leaders' environment is necessary if it is concluded that the leadership environment is a social system in which power and influence is dynamic and distributed. Therefore, it would be expected to see many more employees taking the entry-level leadership classes to begin developing that common leadership language. Unfortunately, what is seen is that it is quite the opposite of what is happening.

G. SOCIAL IDENTITY THEORY AND THE RELEVANCE TO FIRE DEPARTMENT LEADERSHIP

According to Daan Van Knippenburg in his essay on SIT and leadership effectiveness in organizations, leadership is a relational term in which power and influence within a group builds an affiliation between leaders and followers.[139] This relationship survives within a social context and is subject to a variety of different social nuances that impact the leaders' ability to build collective effort. The goal of the leaders, according Van Knippenburg, is to create a collective effort from individual ability.[140] This understanding of what comprises the leaders' social environment is therefore necessary in understanding how to build a collaborative effort in groups.

SIT first put forward by Henri Tajfel, describes social identity as a part of the individuals' self-concept that originates from the members' perception of where and how they belong to a group.[141] Tajfel contends that peoples' evaluation of the group they belong to can influence their perception of their status in the broader social environment. Foundational to Tajfel's theory is the fact that positive group distinctiveness is salient, and therefore, crucial in maintaining group identification. Put more simply, SIT contends that most if not everyone belongs to some form of a group. This affiliation and the perception of where people belong inside of the group relative to the other individuals in the group and the broader society, and the perception of how the group is evaluated in society, will influence how people act inside and outside of the group environment.

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[139] Van Knippenberg and Hogg, "A Social Identity Model of Leadership Effectiveness in Organizations," 244.

[140] Ibid., 243.

[141] Henri Tajfel, ed., *Social Identity and Intergroup Relations*, vol. 7 (Cambridge, England: Cambridge University Press, 2010), 31.

The social nuances that define group identification result from the individual identities that define the member within a group. Individual and group identities can co-exist and overlay with each other within the same person and within the same group. For example, within the fire department, a firefighter may be a paramedic, a member of a truck company, a chief officer, or a subject matter expert on water hydraulics. All these identities can belong to a single person and are flexible within the social construct of the group. One of these or several may be prominent at any given time depending on the social needs of the individual person and the collective needs of the group.

According to SIT, group distinctiveness is also a goal of group members, and the groups' positive perception relative to a comparison group is necessary to maintain group survival. Using the fire service example, this distinctiveness can be related to a particular fire department. The LAFD, as compared to the Los Angeles County Fire Department (LACOFD), could be compared on multiple levels. For example, the LAFD as compared to LACOFD relative to brush firefighting or a comparison of the two agencies relative to high-rise firefighting. The significance of this comparison is how each agency views the other's capacity in relation to its own abilities. SIT contends that a group will attempt to create a positive and distinct social identity in an effort to make their group compare favorably.[142] This effort creates positive group identity and this positive recognition is needed to maintain membership in that particular group.

The relevance of understanding SIT for the leaders in the fire service lays in fact that individual and group identities are flexible and dynamic within and outside the team environment. It therefore could be reasonably argued that because they are flexible and dynamic, the leadership of the team can influence them. Such influence starts with the understanding that group and individual identity is salient and necessary for a group's survival and the leadership must understand what features are prominent and germane in a particular group. When the leaders understand that a group must maintain a positive identification, they can assist with the building and influencing of that position relative to the objectives of the organization.

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[142] Henri Tajfel, *Social Identity and Intergroup Relations*, reissue ed. (Cambridge England: Cambridge University Press, 2010), 34–35.

Muzafer Sherif's analysis of how social groups interact with each other introduces the idea of superordinate goal, a goal that all groups want to achieve, but no group can attain without the cooperation and participation of other groups.[143] Sherif contends the idea of a shared goal among competing groups can be compelling and highly appealing to members of both groups.[144] This shared motivation can build relationships in an effort to complete the objective, and thereby, breakdown previous barriers to intergroup communication.[145] This type of intergroup relationship team building can be seen in the fire service through multi-agency training exercises in which agencies from different jurisdictions are put together to manage a common conflict. Perhaps, this type of exercise should be used more often to break down intergroup barriers and build a common empathetic framework for understanding competing perceptions.

It is crucial for the fire service leaders to recognize and understand social group dynamics, and the fact that individual and group distinctiveness is a prominent motivational factor. Understanding that individuals and groups will strive towards a positive image of themselves and the group to which they belong, will allow the leaders to anticipate and facilitate that perception towards the goals of the organization. Group and individual salience can be situational and flexible within the environment, and therefore, influenced by the leaders.[146]

The use of superordinate goals is one example for achieving an empathetic relationship between groups and can ultimately prove useful in managing intergroup barriers and conflict. It is not the intent of this analysis to discuss all possible strategies to build inter-group relationships, but to recognize that the need for group distinctiveness is present and relevant in understanding how groups will perform and respond to leadership. This understanding should present a need to consider how to manage group and individual perception best. The goal of the leaders should be to facilitate a dialogue

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[143] Muzafer Sherif, "Superordinate Goals in the Reduction of Intergroup Conflict," *American Journal of Sociology* (1958): 355.

[144] Ibid.

[145] Ibid.

[146] Hogg and Daan van Knippenberg, "Social Identity and Leadership Processes in Groups," 6.

relative to improving communication between individuals and groups in an effort to meet the objectives of the organization.

H. LEADER MEMBER EXCHANGE THEORY AND THE RELEVANCE TO THE LEADER

The leader member exchange theory (LMX) also explores the leader-follower relationships within a group and is similar to SIT in that it contends that the leader-follower environment is a fluid system of social exchange. These relationships exist outside the formal contract between leaders and followers, and are created through a variety of informal social exchanges. LMX contends that the relationship between leaders and followers is influenced by the strength in identification with formal leaders.[147] High trust, high interaction, and informal communication would characterize an "in-group" follower relationship with the leaders. Low trust and interaction with the leaders would indicate an "out-group" relationship. It is explained by LMX that all leader-follower relationships are framed in this manner. Roles are defined and granted specifically by the relationship to the leaders. Sometimes referred to as the "vertical-dyad linkage theory," LMX argues that a leader-follower relationship can be influenced from the beginning by the followers seeking the trust of the leaders. If trust is granted, the followers can then become part of the leaders' inner circle, which would allow for more favorable treatment from the leadership. The goal of the followers is to enter this leader-follower relationship with a goal of gaining trust and displaying loyalty. This effort, according to LMX, will facilitate the followers' entrance into the leaders' in-group.

The relevance for LMX in the fire service is not any different from other organizations in that an understanding of the informal relationship process is necessary for the leaders to determine how and with whom they will build a leadership team. Foundational to LMX is trust and loyalty, and these two characteristics are magnified in the fire service within the operational context. Firefighters depend on each other for their lives during an emergency, and trust and loyalty are fundamental to developing this conviction. It is possible to extrapolate from LMX that these features are also important

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[147] Richard M. Dienesch and Robert C. Liden, "Leader-Member Exchange Model of Leadership: A Critique and Further Development," *Academy of Management Review* 11, no. 3 (1986): 621.

in allowing for a high degree of interaction between leaders and followers. The take-away for the fire service is to define trust and loyalty organizationally, so that leaders and followers are working from the same definition. Having a common understanding of these two ideals will eliminate confusion, and ultimately, build a common understanding of what it takes to have all members included in the in-group.

I. SOCIAL EXCHANGE THEORY AND THE RELEVANCE FOR THE LEADER

Social exchange theory (SET) proposes that individual motivation can be examined within the social environment as a perception of equity exchange between people in a group. This exchange is relevant in determining the extent of output from both sides.[148] In this manner, SET is represented as a mathematical equation that considers input and output as pertinent variables in determining the balance of the equity equation. If inputs exceed outputs, a lack of equity may be experienced, and therefore, a lack of motivation to pursue further input. The equity in this case is the effort or social capital expended in a relationship. This relationship could be extended to members of the same team or between leaders and followers. In one instance, members may perceive that their input relative to another person inputs exceeds the output of the comparison other, and therefore, the individual will be compelled to balance the equation. SET contends that this effort must be balanced with regard to input and output.[149] When a lack of balance occurs in the perception of equity, team members can become discouraged and distance themselves from the team or use other means to restore their perception of equity. SET offers that this perception of equity is socially constructed based in large part on the perception of rewards from leaders. Leaders can influence this equation by managing this perception of equity and the distribution of rewards.

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[148] Richard M. Emerson, "Social Exchange Theory," *Annual Review of Sociology* (1976): 347.

[149] Ibid.

J.   PROTOTYPICAL VERSUS NON-PROTOTYPICAL LEADERSHIP IN THE FIRE SERVICE

The image of a rough and edgy blue-collar male firefighter with a dirty moustache and maybe a couple of facial scars is the likeness that most firefighters, as well as the community, associate with the prototypical fire service leader. Contemporary fire service leaders however are very different today and these differences can sometimes impact leaders' ability to influence the team. The face of fire service leadership is changing and today's fire service leaders represent a broader societal cross section of race, gender, and age. The fire service has become more professional with many entry-level firefighters possessing at least a two-year college degree and with most chief officers having at least a bachelor's degree, and more commonly, graduate degrees.[150] According to the International Association of Women in the Fire and Emergency Service, it is estimated that today nearly 6,200 women work as full-time career firefighters with nearly 25 women holding the top position of Fire Chief in their respective departments.[151] Representing nearly 2 percent of all career firefighters, women have recently begun to break the ranks of fire officer in increasing numbers. In the LAFD, presently five women hold the rank of chief officer.[152] The reasons for the low numbers of female officers are not relevant to this analysis, but should be considered within the recruitment and succession context, and should be a subject of further review.

For the purposes of this analysis, the focus is on the non-prototypical fire service leaders and what can be learned from the research on how to best prepare them to lead. Hogg and Knippenberg in a paper entitled "Social Identity and Leadership Processes in Groups" studied prototypical versus non-prototypical leaders and the corresponding relevance of influence between leaders and followers.[153] They discuss the differences in non-prototypical leaders having greater difficulty influencing the group. This difficulty is

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[150] Federal Emergency Management Agency, *Many Women Strong—A Handbook for Women Firefighters* (Washington, DC: Department of Homeland Security, 2009), 11, https://www.iaff.org/hr/diverserecruitment/download/Many%20Women%20Strong.pdf.

[151] "FAQs," accessed July 2014, http://www.i-women.org/questions.php.

[152] Los Angeles Fire Department Planning Section, in discussion with the author, July 25, 2014.

[153] Hogg and Daan van Knippenberg, "Social Identity and Leadership Processes in Groups," 13.

expressed as the perception of the followers that non-prototypical leaders lack the capacity or talent to lead effectively within a group that maintains strong group identity. More specifically, group members will identify with prototypical leaders and the sense that they share a subordinate vision of themselves as a representation or model of that particular leader.[154] When group membership is prominent, team members are sensitive to prototype and less forgiving of non-prototypical features.[155] The research contends this issue can be problematic when leaders are non-prototypical because the followers will not want to affiliate themselves with that particular leader because of the self-perception that they embody the non-prototypical features themselves.[156] Prototypical leaders are socially attractive, will be accepted by the group with less internal conflict, and therefore, can be much more flexible and fluid with their different leadership styles.

Non-prototypical leaders, however, have a more difficult time gaining acceptance by the group, and therefore, cannot be as flexible with leadership style within the group. Their leadership styles should be more responsive and situational, and less restrictive and authoritarian. Hogg and Knippenberg contend that soft leadership skills are necessary for non-prototypical leaders.[157] Non-coercive leadership skills, such as coaching and mentoring, would be examples that assist in developing a relationship between non-prototypical leaders and followers.[158]

The relevance for the fire service regarding the understanding of prototypical and non-prototypical leaders lies primarily in the reality of the changing prototype of fire service leaders. The type of fire service leader is evolving, as is the fire service leadership environment. In an effort to adapt to this changing environment and prototype, the fire service should consider the development of coaching and mentoring skills in its formal leaders. Perhaps, the days of the rough looking and "fire-eating" male fire service leaders are over, and the future of fire service leadership really lies in the ability of the individual

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[154] Van Knippenberg and Hogg, "A Social Identity Model of Leadership Effectiveness in Organizations," 251.

[155] Ibid., 254.

[156] Ibid.

[157] Ibid., 258.

[158] Ibid.

leaders to connect on a variety of levels with members in the group. This connection can only come from a thorough understanding of social interactions that are evolving and adapting to the changing leadership environment.

K.   THE ADAPTIVE FEATURES OF NATURE AND THE SIMILARITY TO THE LEADERSHIP ENVIRONMENT

> It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.

> ~ Charles Darwin[159]

Rafe Sagarin, in his analysis of how living organisms adapt and develop symbiotic relationships in an effort to survive and evolve within their dynamic environments, has offered parallels and comparisons with how organization adapt and evolve. Sagarin states,

> In nature, risks are frequent, variable and uncertain. Over 3.5 billion years, organisms have evolved an enormous variety of methods to survive, grow and proliferate on a continually changing planet. The key to their success is adaptability—the capacity to change structures, behaviors and interactions in response to selective pressures.[160]

The lesson learned from nature is that to survive, an organism must learn how to adapt and develop resiliency to an uncertain and dangerous environment. What is particularly interesting about Sagarin's statement is that interactions between organisms matter. In other words, adaptability to a certain degree relies on cooperative relationships with other organisms and that this symbiotic affiliation has mutual benefits for both organisms.

Within the leadership environment exists comparable supportive relationships that will also need to evolve to survive. This analysis has hopefully shown that the leadership

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[159] Some scholars believe that this quote has been misattributed to Charles Darwin. For the purposes of this chapter, it is offered for effect with Darwin as the author, and with the understanding that it may not have come from him. Quote retrieved from Quote Investigator. "It Is Not the Strongest of the Species that Survives But the Most Adaptable," May 4, 2014, http://quoteinvestigator.com/2014/05/04/adapt/.

[160] Rafe Sagarin, Candice Alcorta, and Scott Atran, "Decentralize, Adapt and Cooperate," *Nature* 465 (2010): 1, https://hal-ens.archives-ouvertes.fr/file/index/docid/505192/filename/nature_articlw_20_may 2010_sagarin_alcorta_atran_et_al.pdf.

environment is a social ecosystem not unlike nature's system. This comparison should cause fire service leaders to consider that although nature does not pursue positive group identity, the motivation to survive and flourish is as present in the leadership environment as it is in nature. It is possible to look to cooperative relationships as a method for understanding adaptability in the organizational context. By reframing leadership in this context, it is possible to begin to understand that at is essence, leadership and followership are merely trying to adapt to changes in the organizational environment. Understanding organizational adaptability and evolution is instrumental to understanding how social relationships evolve and change. Leaders and followers must interact with their environment, and as this environment evolves, so must the understanding of leadership.

L.   CONCLUSION

In conclusion, the author has discussed in this chapter how leadership exists within a social environment and that this environment is evolving and adapting to organizational and societal challenges. Leadership is developing into a social enterprise that involves all aspects of individual and group identity. Perhaps, leadership has always been this way, and it is our understanding that is evolving. Nevertheless, fire service leaders are changing, the organizations that they lead are also changing, and this change will necessitate an understanding of how social influences and constructs affect the leadership environment. This understanding will allow the present and future fire service leaders to anticipate and engage on a much more informed level.

VI. CONCLUDING WITH A NEW NARRATIVE FOR LEADERSHIP DEVELOPMENT IN THE LAFD

The intent of this examination was to offer a prescriptive analysis of the LAFDLA through a formative evaluation of the existing program relative to a review of the available literature. The value proposition for this analysis was to develop a new narrative for leadership development in the fire service, and perhaps, a new context for how to view future leadership development programs in the LAFD and other similar homeland security entities. The goal was to generate a new enterprise perspective with how to better develop leaders in the LAFD. This new perspective will allow the LAFD to be pro-active in evolving the leadership capacities of their members.

The goal of this analysis was to improve the leadership program's design and performance. Using this approach, it was explained through the research that the existing program was not clear on the existing objectives for the class. Additionally, it was shown that the some of the existing class exercises were not supported by the research on followership and leadership development. It was furthermore shown that appropriate external validation of the program was not available, and therefore, made it vulnerable to outside scrutiny.

Fire departments are not unique organizations and are similar to many groups found within the homeland security enterprise. Fire department organizations like many homeland security entities encourage a team concept with a focal leader to complete missions and objectives. Foundational to this team concept are the members of the team and the social relationships that develop within that team. This review examined the members of the group and their importance in the leadership environment. Followership and leadership do not exist independently, but are intra-dependent in the leadership environment. The focal leader is not necessarily the most influential, and other members of the group may be significantly more influential. This examination pivots the focus from the focal leader to the leadership environment, and attempts to reframe the context for viewing the best way to develop leaders. The understanding that the leadership environment is a social ecosystem is foundational to improving the existing program.

Through this social lens, it is then possible to begin to see leadership development in another light.

SIT provides a framework for understanding the nuances of followership and leadership within a group. Group and individual distinctiveness are key features that explain the social differences and interactions of a group relative to other groups within the leadership environment. Leaders and followers reside in an ever-changing social environment that requires an understanding from both leaders and followers of how individuals and groups maintain and manufacture differences to sustain identity. This understanding is fundamental in determining how leaders should be developed in the LAFD. Social identity is prominent in the leaders' environment, and should be understood to anticipate group and individual differences.

Common bonds and identities influence the group interaction, and therefore, the leadership environment. Group identification becomes a significant factor in determining the effectiveness of the leaders. When homogeneity is salient in the group, the need for a prototypical leader representative of that homogeneity is equally prominent. Prototypical groups necessitate prototypical leaders and this understanding is fundamental in the conversation on leadership as a social phenomena. Furthermore, the focal leaders and where they fall on the prototypical continuum can influence their ability to lead. The research has shown that non-prototypical leaders fare much better with soft leadership skills, such as coaching and mentoring, and that informal leadership within a group, can be leveraged to assist the focal leader.

A.   RECOMMENDATIONS FOR FURTHER RESEARCH

Considering other areas for possible research, more analysis should be done on contemporary leadership theory and which social theories are more relevant in teaching leadership. Although outside the scope of this analysis, several theories are currently taught in the LAFDLA that should be evaluated as to whether they are assisting with developing leaders. Another area that should be evaluated is the relationship between EI and public safety leaders. As public safety leadership archetypes evolve, the impact of EI on leadership should be examined to determine if EI could be developed in future leaders.

This analysis also stopped short of an in-depth examination of specific andragogy that could prove helpful in developing leaders. Further analysis is needed specific to public safety leaders regarding the most effective leadership development methods and strategies.

It is also recommended that an assessment similar to the one in this thesis be performed five years from the published date of this thesis. It is expected that the leadership environment will continue to evolve, and it would be presumptuous to consider that the nature of this evolution could be known with any certainty. In a sense, this thesis will also need to evolve with continued and on-going analysis relative to this changing leadership landscape.

B.   NEW NARRATIVE

The homeland security leaders and followers of the 21st century are social beings navigating a variety of social ecosystems found in our organizations. Within these ecosystems are social rubrics that both the leaders and followers must thoroughly understand. Understanding these social rules will determine how effective leaders and followers can be in their relationships within this environment. Leaders and followers in the new age will work from a shared sense of purpose and understanding that symbiotic relationships between leaders and followers are necessary for organizational survival. The 21st century leader cannot survive without the followers and this understanding is fundamental to leadership success. A shared common purpose between leaders and followers will define leadership in homeland security organizations through an understanding that collaboration and collective social thinking are the essence of 21st century leadership.

Leadership is about evolving within the social ecosystem and adapting to changes as they emerge. Effective leaders understand this evolution process and anticipate changes relative to what is best for the organization. The leaders of tomorrow will also possess a level of self-awareness and understanding that allows them to anticipate compelling leadership challenges, and then respond to these challenges in a thoughtful and strategic way.

Followers will be considered relevant in the social exchange between leaders and followers. Followers will be considered to have significant influence over the leaders' environment. Followers will be trained to understand the same social leadership theories that the formal leader does. The leaders of tomorrow will understand that followership is as important to develop as leadership. Followers must be developed similar to leaders, as it is here that we prepare the table for our leaders. Developing a common leadership language between leaders and followers is the essence of this collaboration.

Leadership development in the LAFD has historically used didactic frameworks to impart leadership theory and application. The new educational context for leadership development will place the leadership instructor not as the focal point of the educational environment, but as a facilitator in a larger social dialogue. Leadership students will self direct their learning and develop an understanding of their place in this environment. Leadership students will have more control over the learning environment and have the ability to direct their learning. This control will be facilitated in an environment that allows all students to become the author of their own leadership growth. The leadership student will apply personal experience to the leadership concepts in an effort to customize the educational experience. Life experiences will be the foundation for leadership growth, and through these experiences, the leadership student will apply the skills they have been taught.

Data gathering that allows for an accurate assessment of the LAFDLA will be specific to improving the program relative to the feedback from the students. Surveys will allow the LAFDLA staff to determine the relevance of the concepts taught and then make recommendations for improvement. The intent of compiling data will be to present a process for internal validation that will help the decision makers of the LAFD determine if the program continues to receive support. The LAFD will move towards metric driven strategies that consider substantive measures of effectiveness as a baseline for effective performance. The LAFDLA will consider how they are performing relative to their stated objectives at all times. Data will provide the empirical evidence needed to structure a dialogue on evolving the LAFDLA and allowing it to thrive.

EI will be considered a possible antecedent to effective leadership, and the LAFD will pursue and encourage members that display this level of self-awareness to pursue positions of leadership in the LAFD. The LAFDLA will assess the emotional intelligence for incoming students by administering an assessment of the EI exam. This assessment will allow the LAFD to assess current leadership capacities and gaps. Understanding these gaps will allow the LAFD to structure the curriculum of the LAFDLA to address these shortcomings in LAFD leadership. This knowledge will also help in shaping a new prototype for leaders in the LAFD. This new prototype will be considered an evolution of leadership and not necessarily the exception to the current archetype.

Non-prototypical leaders will understand the social nuances of the leadership environment and adjust their leadership style to meet the needs of the group. Coaching and mentoring will become predominant leadership contexts for the LAFD, and the LAFDLA will develop a robust curriculum that focuses on teaching these skills. Non-prototypical leaders will learn to flourish in this new environment, and over time, the LAFD leadership prototype will evolve to include all members of the broader cross-section of employees.

An external review committee will be developed to provide an objective analysis of the current methodologies used in the academy. The review committee will develop a dialogue on what is best for leadership development in the LAFD. The review committee, in an effort to remain objective, will be comprised of one internal member not closely affiliated with the academy and one external member from an accredited educational institution. The intent is that the review committee will provide external validation for the LAFDLA through the objective and transparent oversight of all aspects of the program.

LAFDLA facilitators will understand and practice widely accepted facilitation techniques. The intent of facilitation will be to manage the process of social thinking and develop a collaborative environment that will allow the leadership students to participate in their own development. Effectively managing the process of social thinking is instrumental to facilitating leadership development. An understanding will occur that thoughts spring from the collective and that all individuals are their own authors with

their own narratives. This understanding is fundamental in the development of future leaders in the LAFD.

In closing, a new context has been provided that allows the LAFD and other homeland security agencies to view leadership development from a different perspective. This new perspective posits that the leadership environment is a dynamic social ecosystem in which influence and power is distributed and shared between leaders and followers. This leadership ecosystem is in a constant state of change and the success of the leaders is determined by their ability to evolve with these changes. At the very least, this analysis has hopefully provided a point of departure from which to have further conversations relative to this social environment and its influence on how leadership is taught. Perhaps, effective leadership is not measurable in an empirical sense, but is merely a developmental process of self-discovery and social awareness that does not strive for an end state. It is important that the future leaders in the LAFD, the fire service, and homeland security understand the social aspects of leadership so that they can better predict and anticipate the leadership challenges they may face.

LAFD Leadership Academy

Behavioral Science Theories *At-a-Glance*

AREA I – THE LEADER (SELF-AWARENESS)

ADULT DEVELOPMENT	ATTRIBUTION	DECISION MAKING	POWER	LME	EMOTIONAL INTELLIGENCE
Structure Building Period of Stability **Structure Changing** Period of Instability **Development Stages** **Early Adult Transition** (17 to 22 Years Old) Leaves nest; Plans adult life; Instability **Entering Adult World** (22 to 28 Years Old) Makes & tests life plan; Some stability & flexibility. **Age Thirty Transition** (28 to 33 Years Old) Examines & revises life plan; May feel trapped. **Settling Down** (33 to 40 Years Old) Establishes niche; Seeks promotion Seeks stability & order. **Middle Life Transition** (40 to 45 Years Old) Modifies life plan; Takes stock of life; Is it worth it? **Enters Middle Adulthood** (45 to 50 Years Old) Life plan shifts to focus on family & retirement	*Inferences and judgments about people. Blame or Credit Theory.* **Internal Attribution:** Blames/credits self. **External Attribution:** Blames/credits other. **Rational Factors** **Distinctiveness** How well person has done on other tasks. **Consensus** How well others have performed same task. **Consistency** How well person has done same in past. **Biases** **N**egative Outcome Bias **A**ctor/Observer Bias **S**elf-serving Bias **A**pology Effect	*Often called collective problem solving. The ability to choose, communicate with and use input of capable subordinates.* **The Normative Model** Autocratic: Make it alone. Consultative: Accept input from group members. **Two Assessment Factors** Quality: Is there a right or wrong answer? Acceptance: How important is "buy in"? **Assets of Collective Problem Solving:** More acceptance of decision. More commitment to decision. Workers better able to adapt. Inspires feeling of autonomy. Team identity is reinforced. Establishes communication. Provides greater knowledge. **Liabilities of Collective Problem Solving:** Requires more time. Leader may look incompetent. Assumes subordinate is able. Sets up expectations. Strong willed may dominate.	**Leadership Transaction** Reciprocal relationship between leader and follower in which both leader& follower have power. **Locus of Leadership** Dynamic environment where interaction occurs **Idiosyncrasy Credits** Leaders viewed competent are allowed digressions from normal behavior. **Theory X and Theory Y** Basic human nature. "X" Assumes bad/lazy. "Y" Assumes good. **Bases of Power** Reward & Coercive Expert & Information Referent, Legitimate Social Power Combinations Power of the Subordinate **Outcomes** **Tactics** Resistance Persuasion Compliance Appeals Identification Consultation Internalization Integration Exchange Pressure Legitimizing	*The boss's favorites...not everyone treated the same.* **LME –** A connection between boss and employee in a two-way communication. **In-Group Indicators:** Note -Same as Leader Strategies 1. High communication. 2. Influence in decisions. 3. Priority of assignments. 4. Job Latitude (autonomy). 5. Support (boss back up). 6. Attention (mentoring). *Out-Group members do not share same privileges.* **Practical Insights VDL:** Prevent In-Group/Out-Group assignments by chance. Move as many people as possible to the Inner Circle. Purposefully include those with whom you do not get along. Make unemotional decisions. Banishment to Out-Group should not be permanent. If unsalvageable, remove employee from organization.	**Self Awareness -** Emotional awareness Accurate Self assessment Self Confidence **Self Management –** Self control Transparency Adaptability Achievement Initiative Optimism **Social Awareness –** Empathy Organizational Awareness Service **Relationship Management** Inspirational Leadership Influence Developing others Change catalyst Conflict management Team work/collaboration **Leadership Styles and Resonance –** Visionary, Coaching Affiliative, Democratic Pacesetting Commanding

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LAFD Leadership Academy

Behavioral Science Theories *At-a-Glance*

AREA II – THE LED

GROUP OPEN SYSTEM	GROUP DEVELOPMENT	COHESION	SOCIALIZATION	CONFLICT

Inputs
Personal Characteristics:
Knowledge, Skills, Abilities.
Situational Characteristics:
Size of group, physical surroundings, type of tasks.
 	
Throughput
Group Structural Dimensions (GSD's):
Roles-One's place in group
Status-Seniority, title, tenure
Norms-Rules of conduct
Composition-Size & makeup
Cohesion-Teamwork
 	
Group Processes:
Predictable stages of development wherein... communication patterns form; informal leaders emerge; cliques develop.
 	
Output
Effects on individual, group and organization.
 	
An Effective Leader...
Understands and harnesses the power of the group so that the whole is equal to more than the sum of its parts.
	As groups develop they display predictable patterns of behavior.
	
	Stages of Development
	1. Orientation
	   Forming
	2. Internal Problem Solving
	   Storming
	3. Growth & Productivity
	   Norming
	4. Evaluation & Control
	   Performing
	
	Group's progress through stages is tied to two factors: **Tasks** & **Relationships**
	
	Leader Strategy *by stage:*
	Forming...
	Clarify goals & roles.
	Storming...
	Build consensus; Manage dependency & conflict.
	Norming...
	Attend to needs; Avoid dominance; Encourage appropriate deviance; Cultivate informal leaders.
	
	Performing...
	Fade into background; plan for future; Run interference.
		The degree to which members are attracted to and remain in a group.
		
		Indicators of High Cohesion
		1. Members *feel personal satisfaction* from group.
		2. High level of *interaction and communication.*
		3. High degree of *influence* over members' actions.
		4. Members share *strong loyalty & identification.*
		5. Group directs *more energy toward goals.*
		6. Groups have *explicit norms and practices.*
		
		Strategies to build Cohesion:
		Sacrifice
		Interaction
		Teamwork
		Missions
		Unique norms & symbols
		Competition
		Keep members focused
		
		Disadvantages of Cohesion:
		Must beware of Intra-clique conflicts and of highly cohesive groups with norms in sharp contrast to organizational goals.
			Process by which members become part of the group.
			
			Goals of Socialization
			1.To ensure group survival.
			2.To achieve conformity without losing innovation.
			3. To increase members' commitment to the group.
			
			Socialization Agents
			Senior organization leaders relay broad goals.
			
			Focal leaders are the primary role models.
			
			Peers are those with same rank & are highly influential.
			
			Subordinates often provide input and advice to boss.
			
			Others provide external personal influences.
			
			Leader Strategies:
			Establish goals & priorities
			Clarify norms & expectations
			Facilitate mutual acceptance
			
			An Enlightened Leader...
			Intentionally chooses to collaborate with socialization agents who serve as solid role models.
				Healthy competition becomes conflict when it is dysfunctional and impacts negatively on performance.
				
				Conflict Sources in Groups
				1. *Goal orientation*-entities whose goals clash.
				2. *Time orientation*-some groups can perform quickly others cannot.
				3. *Tangible nature of work*-produced results may differ.
				4. *Infrequent interaction*-low communication; formality.
				5. *Physical separation*-groups don't see each other.
				6. *Competition for resources* - scarce resources drive need.
				7. *Ambiguous assignments*-ill-defined or seemingly purposeless tasks.
				
				Leader Strategies:
				Avoidance...
				Passive strategy that purposely ignores conflict.
				Forcing...
				Mandates a resolution.
				Superordinate Goals...
				Develops a common goal.
				Problem Solving...
				Airs & resolves differences.
				Liaison Groups...
				Establishes unit to bridge gap.

Behavioral Science Theories *At-a-Glance*

AREA II – THE LED

EQUITY	EXPECTANCY	M.T.C.	JOB REDESIGN
Most people believe life owes them a fair shake.	*Most people's motivation is based on the belief that if they try, they can perform and then get the result they want most.*	*Most people respond to positive and/or negative consequences.*	*The job itself may be a motivating or de-motivating factor in performance.*
The Fairness Theory.	**Expectancy: "E"**	The Reward and Punishment Theory.	**High Growth Needs** (HGN) Seeks more challenges; If not challenged then they become de-motivated.
Comparison Ratio: C/O is comparison other	If I try I will perform.	**Terminology:**	**Low Growth Needs** (LGN) Prefer comfort & stability from less responsibility; Does not equate to low ability.
SELF **C/O**	**Instrumentality: "I"** If I do well I will get reward.	-Law of Effect -Extinction -Negative reinforcement -Observational Learning -Self-regulation	
Outcome vs. Outcome Performance Performance	**Valence: "V"** (most motivating) Do I want the reward?		
Outcome = Reward Input = Performance	**Analysis to be Done:** *Determine Levels*	**Reward Rules:** Give valued reward; Reward good behavior; Be consistent & fair; Don't overuse reward; Don't promise; Pat on back works too.	**Core Dimensions:** **Skill Variety** Too much or too little? **Task Identity** Can they do the job? **Task Significance** Do they believe it important? **Autonomy** Freedom to perform? **Feedback** Do they get regular input?
Resolution Techniques **Alter Inputs** Match effort to reward. **Alter Outputs** Get more for same effort. **Change C/O** Pick other C/O. **Act on C/O** Attempt to change C/O's input or output. **Cognitive Distortion** Change opinion/perception; "I don't want that job anyway" **Leave the Field** Quit; Remove one's self.	**Individual Behaviors** -Actual Work Product **Performance Objectives** -Level of Accomplishment **Reward** -extrinsic vs. intrinsic **Leader Actions:** **E:** Clarify path; lower standard; training; build confidence; restructure work. **I:** Clarify requirements; distribute rewards equitably. **V:** Determine reward; provide valued reward; explain benefits.	**Punishment Rules:** Punish behavior not person; Immediate; Uniform & Fair; Must be meaningful; Don't Threaten; Use sparingly. **Leader Strategies:** Extinction Observational Learning Self Regulation Punishment Positive Reinforcement Negative Reinforcement	**Leader Strategies:** *Combine tasks; Vertical Load- more tasks; Natural work units; Establish client relationships; Open feedback channels.*
Leader Strategy: *Restore perception of Equity consistent with organizational goals.*			

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Behavioral Science Theories *At-a-Glance*

AREA III – SITUATIONAL AWARENESS

CULTURE	ORGANIZATION	ETHICS/VALUES	RESISTANCE	ENVIRONMENT
Culture is shared values & experiences that guide a group's behavior and define its identity.	*The organization, as an open system, is made up of interacting & interdependent components.*	*Without ethics, the leader has no credibility. Ethical conduct is fundamental to being a leader.*	*The task o f leadership demands that we alter the status quo.*	*The environment is the source of needed resources & valuable information.*
Strength of Cultures A function of the stability, longevity and intensity of group experiences	**Components** Goals & Values Technology Psycho-Social Structural Leadership Boundaries	**Personal Conduct of the Leader** Subordinates will notice, criticize, or worse yet emulate the moral failures of their superiors.	**Internal & External Change** Organizations are affected by inputs from within and outside.	**The Environment** Environmental influences are found both within and outside the organizational boundaries
Implications for the Leader Leaders can actively shape the organizational culture.	**Stakeholders Inside & Out** High Threat, High Cooperation High Threat, Low Cooperation Low Threat, High Cooperation Low Threat, Low Cooperation	**Shaping the ethical climate** As leaders we must create a climate that encourages, supports and requires ethical behavior.	**Anticipation of Change** If unprepared, leaders are forced into a defensive, reactive posture.	**The Technical Core** The primary, central activity that defines the organization.
Identifying Culture Discover the Artifacts Identify Shared Values & Experiences	*Leaders must identify and actively manage stakeholders on a continuous basis.*	**Leader Strategies:** **G**uidelines **S**tress **R**ewards	**Sources of Resistance to Change:** Individual Level… People don't perceive need Feel they will lose something Suspect they will be exploited Fear they will be unable to learn Have had negative experience	**Uncertainty & Dependency** Information Uncertainty A shortage of information of value. Resource Dependency A scarcity of needed resources.
Leader Embedding Strategies*:* **M**odeling **A**ttention **R**ewards & Punishment **C**ritical Incidents **S**election & Retention	**Organizational Structure** Tall, Hierarchical Structure Pro: More Control Con: Less Innovation Flat, Decentralized Structure Pro: More Innovation Con: Less Control Matrix (Contingency) Pro: More flexible; adaptive Con: More difficult to manage	Set Clear **G**uidelines… …and reinforce them regularly. Policy statements are a good start, but ethical guidelines must be modeled.	Group Level… Change is a threat to group norms Change poses threat to cohesion Organization Level… Time may be prohibitive Tradition may reject the change Organizational design may make change too difficult	**Leader Strategies:** To Manage Uncertainty… Buffer Adapt structure Ration Smooth out To Manage Dependency… Maintain alternate resources Acquire prestige Co-opt
Reinforcing Mechanisms: **P**rocedures **O**rganizational Structure **S**pace allocation & Design **T**ales, Legends & Parables **S**tatements about Philosophy		Monitor **S**tress & Competition… …so that it doesn't become dysfunctional to ethical standards. Stress must be noticed & mitigated before a crisis emerges. Reward Only Ethical Behavior… …and punish unethical behavior. Be vigilant for policy that unwittingly encourages unethical behavior.	**Leader Strategies:** Demonstrate the need for change. Allow subordinates to participate Insure additional training received Actively support the change Make changes incrementally Use coercion	**Crisis vs. Opportunity:** Crisis creates opportunity. Capitalize on increased attention to garner resources & information. Lemons to Lemonade.

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AREA IV – THE ORGANIZATIONAL SYSTEM

COMMUNICATIONS	COUNSELING	SITUATIONAL	TRANSFORMATIONAL
The ability to transmit and receive information with a high probability that the intended message is passed from sender to receiver	Good leadership is taking care of your most important resource, **your personnel!**	Adapting your style of leadership to fit the situation through a combination of supportive & directive behaviors.	The Transformational leader elicits more than compliance from subordinates...followers are transformed.

COMMUNICATIONS

Systems of Communication

Intension – What is your goal and is it clear.

Expression – What medium used? Verbal or non-verbal. Understood?

Reception – Was message seen or heard. Did receiver filter info?

Interpretation – Was it understood? Are there biases or assumptions? Did emotions play a role?

Feedback – Did you invite feedback? Did you get response you wanted?

Communication Essentials

Know you purpose

Use appropriate context

Clearly communicate message

Be consistent

Have good listening skills

"Know Thyself, Control Thyself"

Accurate self assessment

Self awareness

Self management

Empathy

Genuine interest

COUNSELING

First Responders Hidden Hazards

Divorce, alcoholism, stress related health and psychological issues, injuries, suicides, complaints.

Job Related Stressors

Organizational Stress - changes that have occurred and are occurring

Environmental Stress – work conditions, critical incidents, erratic sleep

Demographics Stress - diversity, cultural change

Individual Stress – relationships

Leaders as Counselors

Respect

Self awareness

Cultural awareness

Empathy

Credibility

Leaders as Coaches

Identify weaknesses

Emphasize strengths

Set goals

Develop Action Plan

Motivate

SITUATIONAL

Development Levels

(Competence + Commitment)

Level	Competence	Commitment
Enthusiastic Beginner or		
D1	Low	High
Disillusioned Learner or		
D2	Some	Low
Reluctant Contributor		
D3	High	Variable
Peak Performer		
D4	High	High

Leader Behaviors:

Directive- One-way; telling or low relationship & high task.

Supportive- Two-way; listening or high relationship & low task.

Style	Directive	Supportive
Directing or		
S1	High	Low
Coaching or		
S2	High	High
Supporting or		
D3	Low	High
Delegating or		
D4	Low	Low

TRANSFORMATIONAL

Elements of Transformational Leadership:

Charisma - Emotional component; Faith & respect afforded leader.

Individualized Consideration – Deep heartfelt desire to contribute to growth and well being of others.

Intellectual Stimulation – Leader recognizes the intellectual contribution of subordinates.

Effect on Subordinates

Identification & Internalization

Effect on Leaders

Initial fear and disbelief may give way to exalted satisfaction

Favorable Conditions

Crisis, Change & Instability

Mediocrity

Follower Disenchantment

Future Opportunity

Transformational Leader Behaviors:

1. Develop & communicate vision.
2. Use unconventional strategies.
3. Communicate high expectations.
4. Show concern for individuals.
5. Demonstrate self-sacrifice.

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